AMERICAN PRIVATE SCHOOLS



A HANDBOOK OF

AMERICAN PRIVATE SCHOOLS

Sargent's Handbooks

Published

THE BEST PRIVATE SCHOOLS, 1915

AMERICAN PRIVATE SCHOOLS, 1916, 1917, 1918, 1919–1920

NEW ENGLAND, 1916, 1917

In Preparation

NEW ENGLAND, 1921
Pilgrim Tercentenary Edition

BOSTON, 1921
A Citizen's Handbook

COLLEGES AND UNIVERSITIES
A Critical Study and Appraisal

PUBLIC SCHOOL SYSTEMS OF THE U.S.

P
Educat
H.

Sargent's Handbooks

A HANDBOOK OF

AMERICAN PRIVATE SCHOOLS

AN ANNUAL SURVEY

SIXTH EDITION



159879.
9.3.21.

PORTER E. SARGENT
14 BEACON STREET, BOSTON, MASSACHUSETTS

COPYRIGHT, 1920, BY
PORTER E. SARGENT

ATLANTIC PRINTING CO., BOSTON

TABLE OF CONTENTS

INTRODUCTORY

PAGE

PREFACE TO THE SIXTH EDITION 9

EDUCATIONAL ADVICE 10

THE STATUS OF OUR SCHOOLS 11

HIGH SCHOOL ENROLLMENT—ELEMENTARY SCHOOL STATISTICS—A BUSINESS VIEW OF OUR SCHOOLS—HIGH SCHOOL PROBLEMS—SCHOOL EFFICIENCY—CONSOLIDATING RURAL SCHOOLS—A HALF CENTURY'S PROGRESS—TEACHER SHORTAGE—TEACHERS' SALARIES—TEACHERS' ASSOCIATIONS.

EDUCATIONAL PROGRESS, 1919–1920 25

FEDERAL LEGISLATION—ECONOMIC LEAGUE REFERENDUM—STATE LEGISLATION—INTERNATIONALIZING EDUCATION—COEDUCATION—VISUAL EDUCATION—PSYCHOLOGICAL TESTS—MENTAL HYGIENE—PSYCHOANALYSIS—PHYSICAL EDUCATION—SCOUTING—SUMMER CAMPS—VOCATIONAL TRAINING—POPULARIZING THE ENGLISH LANGUAGE—MATHEMATICS TEACHING—LATIN—FOREIGN LANGUAGES—THE N.E.A. AT SALT LAKE CITY—DEPARTMENT OF SUPERINTENDENCE—WASHINGTON CITIZENS' CONFERENCE—AMERICAN COUNCIL OF EDUCATION—AMERICAN UNIVERSITY UNION—NATIONAL ACADEMY OF SCIENCES—NATIONAL RESEARCH COUNCIL—PROGRESSIVE EDUCATION ASSOCIATION.

EDUCATION ABROAD, 1919–1920 49

ENGLAND—FRANCE—GERMANY—THE WORLD AT LARGE

WHAT THE COLLEGES ARE DOING 56

COLLEGE ENROLLMENT—THE COST OF A COLLEGE DEGREE—COLLEGE FINANCES—VOGUE OF ENGINEERING—THE R.O.T.C.—COLLEGE PRESIDENCIES—COLLEGE IDEALS—AN UNDERGRADUATE VIEW—ACADEMIC FREEDOM—"COLLEGES" AND "UNIVERSITIES"—A NATIONAL UNIVERSITY—GRADUATE SCHOOLS OF EDUCATION—TUTORIAL SYSTEM—PROFESSOR HADLEY'S "HALF-TIME PROFESSORS"—PRINCETON'S CONTINUATION SCHOOL—UNIVERSITY VARIA.

THE PRIVATE SCHOOLS, 1919–1920 75

INCREASED ENROLLMENT—PREP SCHOOL DRIVES—CHANGES IN THE SCHOOLS—CHANGES IN COLLEGE REQUIREMENTS—THE PRIVATE VS. THE PUBLIC SCHOOL.

PAGE

EDUCATIONAL LITERATURE OF THE ACADEMIC YEAR, 1919–1920 86

EDUCATIONAL PSYCHOLOGY—VOCATIONAL PSYCHOLOGY—BEHAVIORIST PSYCHOLOGY—RELIGIOUS PSYCHOLOGY—HERD PSYCHOLOGY—ABNORMAL PSYCHOLOGY—DELINQUENCY—PSYCHOLOGICAL TESTS—PSYCHOANALYSIS—SOCIOLOGY—BOOKS THAT HAVE AROUSED DISCUSSION—ESSAYS AND ADDRESSES—HISTORY OF EDUCATION—PRINCIPLES OF EDUCATION—ADMINISTRATION AND SUPERVISION—TEACHING METHODS—COLLEGE TEACHING—VOCATIONAL EDUCATION—MUSICAL EDUCATION—RELIGIOUS EDUCATION—HISTORY—CIVICS AND GOVERNMENT—ENGLISH—SCIENCE—MATHEMATICS.

OTHER BOOKS RECEIVED 127, 128

SCHOOLS AND SUMMER CAMPS

CRITICAL DESCRIPTION

BOYS' SCHOOLS 131
NEW ENGLAND 131
MIDDLE STATES AND MARYLAND 161
SOUTHERN STATES 188
NORTH CENTRAL STATES 192
PACIFIC COAST STATES 198

MILITARY SCHOOLS 202

GIRLS' SCHOOLS 219
NEW ENGLAND 219
MIDDLE STATES AND MARYLAND 234
SOUTHERN STATES 263
NORTH CENTRAL STATES 274
PACIFIC COAST STATES 286

COEDUCATIONAL SCHOOLS 292

SCHOOLS OF MUSIC 330

SCHOOLS OF ART 339

KINDERGARTEN TRAINING SCHOOLS 350

SCHOOLS OF PHYSICAL EDUCATION 355

SCHOOLS OF EXPRESSION AND DRAMATIC ART 359

SCHOOLS OF THE HOUSEHOLD ARTS 364

SCHOOLS FOR NURSES 367

TECHNOLOGICAL AND TRADE SCHOOLS 371

SCHOOLS FOR THE DEFICIENT 378

BOYS' SUMMER CAMPS 383

GIRLS' SUMMER CAMPS 412

COMPARATIVE TABLES

PAGE

Boys' Schools 433
Military Schools 448
Girls' Schools 453
Coeducational Schools 475
Music Schools 490
Art Schools 494
Kindergarten Training Schools 498
Physical Education 500
Schools of Expression and Dramatic Art 501
Schools of the Household Arts 503
Schools for Nurses 504
Technological and Trade Schools 505
Schools for the Deficient 507
Boys' Summer Camps 509
Girls' Summer Camps 520
Supplementary List of Schools 527

BOYS'—MILITARY—GIRLS'—COEDUCATIONAL—MUSIC—ART—KINDERGARTEN TRAINING—EXPRESSION AND DRAMATIC—HOUSEHOLD ARTS—NURSING—DEFICIENT—SPEECH DISORDERS—LIP READING—SECRETARIAL AND BUSINESS—LIBRARY—HORTICULTURE AND LANDSCAPE—CORRESPONDENCE—SOCIAL SERVICE—BOYS' CAMPS—GIRLS' CAMPS.

EDUCATIONAL DIRECTORIES

Index of Firms 556
Analytical Subject Index 562
Educational Associations 565
Educational Foundations 581
Year Books 582
Educational Periodicals 583
Magazines and Periodicals 591
School Advertising Mediums 598
Educational Information Bureaus 603
School Advertising Agencies 604
Teachers' Agencies 605
School Lecturers 607
Lyceum and Lecture Bureaus 613
Publishers of Educational Books 614
Reference Books 618

PAGE
School Book Dealers 619
Makers of Picture Postcards 619
General School Supplies 620
Schoolroom Equipment 621
Janitors' Supplies 623
Time Systems, Electric Clocks 623
Writing Materials and Paper 624
Office Appliances and Typewriters 625
Musical Equipment 626
Art and Drawing Supplies 627
Manual Training Equipment 629
Laboratory and Scientific Equipment 630
Projection Apparatus and Film Service 632
Dormitory Equipment 634
School and Camp Commissariat 634
Emblems and Trophies 635
Military Uniforms and Equipment 637
School Outfitters 638
Athletic and Gymnasium Equipment 640
Camp Outfitters 641
Makers of School Catalogs 643
Stationers, Printers and Engravers 645
Schoolhouse Construction 647
Schoolhouse Architects and Engineers 648
Photographers and Photo Supplies 648
Index to Illustrated Announcements 650
School and Camp Illustrated Announcements 655
Index of Schools 802
Index of Camps 840
Display Advertisements 849

SCHOOL AND CAMP MAPS

Northern New England 329
Southern New England 363
Middle States 370

For features in previous editions omitted in this Handbook see page 863.

PREFACE TO THE SIXTH EDITION

The primary purpose in preparing this annual Handbook, as from the beginning, is to supply an informing and trustworthy Guide Book of the Private Schools for parents, college executives and others interested. Secondarily this Handbook aims to be a compendium, a *vade mecum* for educators, especially those interested, directly or indirectly, in secondary education.

This Sixth Annual Edition of the Handbook has been wholly remade and reset in new type, using larger fonts, nine and seven point, uniform with other volumes of this Series of Handbooks. The first one hundred and twenty-eight pages will be found to be wholly new, on subjects of contemporary interest, reviewing the events, tendencies and literature of the preceding academic year. A broad view of education is taken, both in this country and other lands, with especial reference to secondary education and more particularly the private schools.

The Critical Text descriptive of schools and camps has been thoroughly revised and in large part rewritten with the addition of much new matter. Some hundreds of schools and camps, some new, others not previously included in the Handbook, are described. The Comparative Tables have been recast in new condensed form which it is believed will prove more readily usable. The Supplementary List includes brief mention of schools of various classifications of lesser interest to the users of this Handbook, or of which little is known.

The Educational Directories will be found more complete, both in their classifications and in the inclusion of the more important Associations, Periodicals, Agencies, etc., which are of interest to educators, and of Firms dealing with schools and colleges. The Index of Firms and the Analytical Subject Index it is hoped will prove helpful to school and college executives.

The increase in size of this Handbook has necessitated the omission of some sections included in previous editions—the annual Bibliography, the list of Student Periodicals, the description of Canadian schools, Who's Who in the Private Schools, features which, in revised form, will doubtless appear in later editions. On page 861 will be found a list of such features included in previous editions which will make it easy to refer to them.

Constructive criticism, correction of errors, and fuller information is always welcomed.

EDUCATIONAL ADVICE

Parents and Prospective Patrons of the Private Schools are cordially invited to write Mr. Sargent for intimate information and unprejudiced advice in regard to any school or class of schools in which they are interested.

Particulars and requirements should be fully and clearly stated. For inquiries by mail, of this nature, which can be economically and expeditiously handled, no charge is made. The demands for such service and information are so great, however, that for assistance in solving educational problems that require extended correspondence and for personal consultations, a fee for professional services is made *to those who are able to pay*. Consultations should be arranged by appointment.

Fortunately the private schools differ widely in their traditions, atmosphere, methods, expense, and in the personality of those who control them. Boys and girls will always continue to be different and require for their best development, at particular stages, just the right environment. The best school may be the worst school for some particular boy or girl. It is a matter of fitting the environment to the temperament and conditions in such a way as to bring out, suppress or modify tendencies, traits or habits.

Both parents and educators are coming to realize that in such matters expert guidance is needed, the assistance and advice of one who knows boys and girls not only from experience but who is also fully abreast of the modern developments in adolescent psychology. Such an adviser, moreover, should know the schools intimately, their characteristics and atmosphere, and, even more important, the personality of those who control and direct.

The demands made upon this office for educational advice and information have increased in the last few years from hundreds to thousands. The growing number of those who are now making this a profession from the educational, vocational, psychological or psychoanalytic point of view, gives further evidence of the growing appreciation that in the selection of a school expert advice may be as desirable as in the laying out of a garden or the making of a will.

THE STATUS OF OUR SCHOOLS

Our schools and school system have in the past few years been subjected to a searching appraisal. The war revealed such startling defects in the human material assembled by the draft that it has led many investigators of active mind to reappraise the task that we as a people and a nation have before us in educating the raw material for citizenship in this great democracy. Sufficient investigation and enough time have now elapsed so that it is possible to form some deliberate conception of in how far we have failed to accomplish what we should and what is most important to be done.

HIGH SCHOOL ENROLLMENT

The secondary schools, both public and private, like the colleges, have during the past two years reported greatly increased enrollment, taxing their facilities to the utmost. The latest official figures available from the Bureau of Education show that there were 1,645,171 students enrolled in the public and private secondary schools, in addition to 90,448 in junior high schools, in 1917-18. The public high school enrollment since 1890 had increased 710 per cent.

In 1890 only 0.32 per cent of the population was enrolled in public high schools. In 1917–18 the percentage was 1.56, in California 2.7, in South Carolina 0.53, these states being the extremes. About one tenth of the coming generation consists of high school graduates. Texas sends the highest percentage of high school graduates to college, 47.8—and Maine the smallest, 17.7. The Southern States rank high in this respect and the New England States low, except New Hampshire.

In 1917–18 there were 13,951 public and 2058 private high schools in this country. In 1890 only 60 per cent of high schools were public. The percentage in 1917–18 was 87. Since 1890 the public high schools had increased at the rate of one each day. Three fourths of these had less than 100 students enrolled and half fewer than 50. The "middle half" of the public schools, according to H. R. Bonner, a statistician for the Bureau, enrolled from 27 to 100 students.

On the other hand 632 public high schools enrolled more than 500 students and 278 of them more than 1000. The largest enrollment for 1917–18 was 8440 in the Polytechnic Evening High School (for boys) in San Francisco. The Commercial High School (for boys) in Brooklyn enrolled 7508.

Of these high schools 6866 were accredited for admission to

college, though 8075 were on the accredited lists of State Boards of Education and State Universities. In 10 states accrediting was by the State Board alone; in 15 by the state university and in the other 23 by both. A full four year course was given in 10,638 of the high schools, or in 76.2 per cent of the whole number. In 1910 the percentage was 62.9. For purely secondary school work 81,034 instructors were employed in 1917–18.

Of 1000 who enter the public high schools, the Bureau estimates that 725 reach the second year, 525 the third, 449 the fourth and 418 are graduated. Of the final number, 176 continue their education, 117 going to college and 59 entering normal, trade and business schools.

In the private high schools as might be expected the showing is better. Of 1000 students entering private high schools 839 reach the second year, 680 the third, 634 the fourth and 467 are graduated. The Bureau explains that the fourth year figure is too high since it contains a few students enrolled beyond the fourth year. Of the number who graduate 183 go to college and 79 others to non-collegiate vocational schools.

ELEMENTARY SCHOOL STATISTICS

The latest statistics made public by the Bureau of Education show that about 5,000,000 children in the United States of school age are not attending any school. Only 75 out of every 100 enrolled in school attend daily. The average pupil loses two months of school annually, or about one fourth the school term. Of 1000 beginning pupils only 583 will reach the eighth grade, 316 the first year of high school and 142 the fourth year of high school; 139 will graduate from a four year high school course. The average salary of teachers is $635 or about $4 a day while actually teaching, on the average 160.7 days a year. For the other 204.3 days they get no pay. Of the 276,000 school buildings in the United States, 195,400 are rural school buildings with only one room. Expenditures for education in 1918 were $763,678,089, of which amount $421,084,254, or 55.2 per cent, was for teachers' salaries.

A BUSINESS VIEW OF OUR SCHOOLS

The public school system of the nation, considered as a business institution—as a plant in operation, whose maintenance should be in accordance with accepted business standards—is the subject of an article by B. F. Griffin, "Undermining the Foundations," published in the *Boston News Bureau*. The article is interesting as a business view of the situation which now confronts the schools, as well as for the statistics it presents. It reads in part as follows:

"The newly increased grammar school pay around Boston is about $1400—what has been calculated as an 'existence' wage. The calculation is conservative—made before the most recent H.C.L. increases. A 'thrift' wage, with some regard to saving for old age, would be $1600. A 'cultural' wage, enabling also proper professional endeavor, would be $1800. This last would still be 30 per cent below what the garment workers—the former 'sweatshop' victims—are demanding.

"What are the larger dimensions of our school problem—and its human raw material? We have about 30,000,000 children between 5 and 18. Fully 1,500,000* are this year being wholly or largely denied instruction because of teacher shortage. There are about 600,000 teachers, with an average of 35 pupils to handle—and some as many as 50. There should be at least 750,000 for efficiency. Within a year, 145,000 resigned, the places of the majority being taken by novices or inferiors.

"On that public school plant the nation is spending about $750,000,000 a year—one eighth the present cost of running the federal government, one third the proposed soldier bonus. The public school budget was half a billion just before the war—with 4,000,000 fewer pupils. It ought to be at least a billion today.

"The teaching pay roll accounts for $450,000,000. The average teacher's pay rose between 1914 and 1918 from $530 to $635 a year ($600 elementary and $1000 high school) For 1920 it will approach $800. The Steel Corporation's annual average wage in 1919 was $1902.

"All told, we are spending perhaps $950,000,000 this year on the education of about 23,250,000 young persons. It means a trifle over $40 spent on each. In 1913 the total was $650,000,000 on 19,000,000 pupils, or almost $35 on each. That per capita increase of but little over 15 per cent, during a period in which the government's commodity price index climbed 153 per cent, tells with trumpet tongue how the rest of us have heedlessly profiteered at the expense of schoolmarms and professors.

"Is there any other billion of our spending that means so much for our future? Would another billion—$45 average per family—be a wise further investment?

"What does it all mean? So far the case has been stated merely in wage and census terms, the plant's size and pay roll. In analysis of industrial accounting perhaps the most vital item is depreciation. The average factory should be physically renewed at least every decade or two. We have not only failed to provide for proper operation and expansion of our educational plant; we have let it sadly depreciate.

*Commissioner Claxton estimates 3,000,000.

"Result? Something more serious and costly than wage scales and tax rates—a blighting effect already visible on the quantity and as surely impairing the present and future quality of teaching in America. Just now the right kind of teaching in America and its rich undeveloped possibilities constitute a pregnant problem.

"Salary adjustment is beginning to rectify flagrant economic injustice. The situation this spring is superficially better than it was last autumn. Yet only two months ago there were 18,279 schools closed in this country for absolute lack of teachers. There were 41,900 other schools taught by teachers 'below standard but taken on because of emergency.' Reports from 60 per cent of the country's normal schools showed 11,500 fewer students than in 1913—meaning a total shortage in this year's crop of 7000 trained teachers and of 19,000 eventually.

"What is the calibre of the country's present teaching force? Of our 600,000 public school teachers, 250,000 are under twenty-one. About 150,000 serve two years or less and 300,000 not over four or five years. About 30,000 have themselves not gone beyond the eighth grammar grade; 100,000 others not two years further; and 200,000 more not four years further. Half our teachers have thus had no particular preparation whatever.

"Is teaching becoming unduly feminized? There is some food for thought in the fact that in 1890 the proportion of men teachers was 37 per cent; today it is only 16 per cent. The very sort of men most desirable are lost—to the better job. New York City lost 1300 teachers last year. Small wonder when blacksmiths get $890 and machinists $1140 more a year than grammar teachers—when a Boston agency places 3000 beginner stenographers at $300 more a year than beginner teachers get."

HIGH SCHOOL PROBLEMS

The National Committee for Teaching Citizenship in a bulletin on "The High Schools and the Present Crisis," in which the disordered conditions of the world today are set forth and the cooperation of educators is urged toward influencing high school students to think in a constructive way upon great problems, thus describes the prevalent condition among high school students:

"Various studies reveal a deplorable state of ignorance among high school students regarding the social problems of the day. To the minds of many of them poverty does not exist. Some of them would help improve conditions by getting rich and giving their money to the poor. When asked to name

all the social evils about which they have any information, they give dancing, moving pictures, joy riding, foolish dress and loafing. They obtain from the newspapers vague ideas about capital and labor, the high cost of living and Bolshevism. But they have no regularly appointed opportunities for studying the fundamental problems of our present intricate social order; and they do not know the legal ways and means by which reforms under our government can be brought about in a peaceful way.

"The secondary schools of the country have a remarkable opportunity to improve the citizenship of the land. Their graduates will largely create the public opinion by which governments are controlled.

"The mere feeling of loyalty does not insure serviceable citizenship in a democracy. There are thousands priding themselves on their 100 per cent Americanism who haven't sufficient understanding of our present social, political and economic problems to enable them to vote intelligently."

The committee has headquarters at 1659 Newton Street, Northwest, Washington, D.C., and will give information as to measures required to meet conditions now prevailing in the secondary schools.

Dayton, Ohio, has put into practice a cooperative plan of high school and industry which has been so successfully worked out in Fitchburg and Cincinnati. High school boys who have completed their first two years are aided to get jobs in a factory, where they are tried out for two months during the summer vacation. If they seem adapted to the work they remain there as part time employees, and attend school the rest of the time. The school year is extended to 12 months and the number of periods in the school day is increased, so that the boys may complete their high school work in the same time that would be required if they were not employed. The scheme enables many boys who otherwise could not remain in school to finish their high school training.

Advisers for girl students in high school, whose work would be much the same as that of a "dean of women," are under consideration by the Bureau of Education. The object would be to care for the social welfare of the students. In some schools the plan is already being tried.

A high school efficiency score developed by Florence Ruella Kelly of Salem, N.H., to be checked up at the beginning and end of the school year, covers such matters as height and weight in proportion to age; amount of outdoor exercise; recreational activities; reading; character; school work; personal appearance and assistance to the family.

"Don't be afraid of any subject that our whole nation is

debating," is the advice of the Institute for Public Service to school men on the point of controversial civics. "Your duty is to teach, not to settle or judge."

SCHOOL EFFICIENCY

Dr. Leonard P. Ayres has prepared for the Sage Foundation a study of the state school systems of the United States, as a result of which he rates Montana schools highest, with efficiency of 75.8 per cent; California second, with 71.2 per cent; and Arizona, New Jersey, District of Columbia, Washington, Iowa, Utah, Massachusetts and Michigan in order, the remaining members of the first 10 states, their percentages of efficiency ranging downward from 66.2 to 60.1. The Southern States generally rank toward the lower end of the list, South Carolina's place being lowest with 29.4 per cent efficiency.

Montana has shown steady improvement since 1890 and California has always ranked well toward the top. The two Carolinas have been always near the bottom. Massachusetts ranks highest of the New England States, all of which are losing ground. Far Western States have gained in relative rank. North Dakota, since the much berated Non-Partisan League obtained complete control of the state, has gone forward rapidly. South Dakota, on the other hand, is losing rank.

Dr. Ayres' ratings have received much publicity and have been the subject of bitter criticism and vigorous defense. But with minor modifications they have stood the test and will eventually prove enormously stimulating to some of the states that have most strongly resented them.

CONSOLIDATING RURAL SCHOOLS

Consolidation of rural schools is proceeding rapidly in a number of Western States, notably North Dakota and Colorado. In the former state, schools are being located at the corners of adjacent townships and children are brought by auto bus from considerable distances. This plan makes it possible to have first class school buildings, well paid teachers and facilities equal to those of city schools. In Colorado the plan devised is similar. A large consolidated high school building has been put up at Center, Col., to care for children from a number of school districts, of a territorial extent of about 100,000 acres. The total school enrollment is 402 and there are 14 teachers. Six buses carry 186 pupils to the school; the average bus route is 18 miles and the longest 22 miles.

A HALF CENTURY'S PROGRESS

A. E. Winship in the *Journal of Education* has drawn an interesting picture of the status of education in 1870 and

today. In 1870, he points out, there was not a laboratory except in a few universities; now there are 10,000 laboratories in schools and colleges. In 50 years the number of schools with mechanical equipment has increased from zero to 10,000. Only one school in 1870 taught educational agriculture; few cities had drawing; there was not a piece of play apparatus on any playground. There was no study by doing; everything came from books.

The decade of the seventies introduced science and laboratories into universities and colleges, and saw the development of state universities and agricultural schools. In the eighties came recognition that the child was superior to the subject; in the nineties the elective system achieved prominence and of late there have been many remarkable developments in education, an example of which is the Opportunity School in Denver, conducted by Emily Griffith, called the "greatest single contribution to city community service."

High school education since the nineties has been made practically free to all and the high schools have, in a measure, been freed from the domination of the universities, which persisted in treating them merely as preparatory institutions.

THE TEACHER SHORTAGE

Reviewing the status of the schools at the beginning of the school year of 1920–21, Commissioner P. C. Claxton declared that they face conditions of the "utmost seriousness." They lack accommodation for 3,000,000 pupils; there is a shortage of 75,000 adequately trained elementary teachers in the rural and city schools; a shortage of 15,000 properly prepared high school teachers and a lack of 75,000 school rooms, construction of which at this time would be very expensive. From one third to two fifths of the teachers now on duty, he said, lack suitable preparation. The shortage in teachers would not be relieved until America "is willing to pay them three or four times what they receive now."

The school room shortage will require three or four years at the least for a solution; meanwhile pupils will be crowded into insufficient space "at a cost in efficiency impossible to estimate." The commissioner of education recommends portable schools or the "work, study, play" system to solve the problem for the present. Under the "work, study, play" system, children are divided into two groups, one of which uses the class rooms while the other plays, studies or does laboratory work. Even with the best utilization of this plan, however, he thought there would be a shortage of 37,000 school rooms.

Estimates made at the close of the preceding school year

had indicated a shortage of 100,000 elementary school and 25,000 high school teachers. The figures given by Mr. Claxton indicate that no great success was attained in filling the ranks. Normal and other teacher training schools graduated only 35,000 persons in June, Mr. Claxton said, and of these only 25,000 will go into teaching. Colleges and universities expected only 8000 graduates to enter teaching.

When the facts as to teacher shortage first became prominent little inquiry was necessary to demonstrate that the trouble was mainly economic—that the teacher, like most persons outside the speculating, trading and investing classes, had not received an increase in income comparable to the increase in the cost of living, and in most instances had fared worse than almost any other class in the community. During the war, moreover, many teachers found good jobs and left the profession. Their success in new lines of work aroused the feeling among other teachers that opportunities were better outside teaching than in it, a feeling to which the insecure tenure of office among teachers contributed.

A questionnaire submitted to New England teachers showed, next to resentment of low salaries, a feeling of protest against the arrogant attitude of some school administrative officials. One teacher complained that school administrators looked upon teachers as socially inferior and not to be trusted with anything in the way of determining school policies. The teachers felt that they should be consulted on educational matters, not merely told what to do.

The Bureau of Education announced in 1919 that 18,279 schools had been closed and that in 41,900 schools the teaching was not of satisfactory character. A. O. Neal of the Bureau found that the percentage of men teachers had declined from 37 in 1890 to 22 in 1910 and 17 in 1918.

Representative Evans of Montana, in a speech in Congress, declared that the Bureau of Education had found 4 per cent of rural teachers in the country at large to have had less than eight years of elementary school; 22 per cent had never attended high school and 55 per cent had less than a full high school training. Only 10 per cent were graduates of normal schools or colleges. The average age of rural teachers was under 25 years and in one state 23 years. Before the war the average salary of teachers in the United States was less than $500 and in some sections less than $300.

Dr. George D. Strayer of Columbia asserts that 140,000 teachers, about one in five, abandoned the profession during 1919; that when the schools opened last fall one out of every ten teachers was young and inexperienced. The average salary for teachers in the entire country is still only about

$12 a week, Dr. Strayer said. Only 5 per cent of rural teachers receive as much as $1000 a year, according to figures of the Bureau of Education and 11 per cent receive less than $400.

At the eighth annual convention on Rural Education, held at Worcester, Mass., Harvey S. Gruver, superintendent of schools of that city, urged that a commission consider teacher shortage and the following related subjects: School sites and construction; length of school year; length of school day; school curriculum; teachers' salaries; the number of students who should be in training for the profession; relative number of men and women teachers required; relative salaries of men and women; selection of students for teacher training schools; state aid to such students; tenure of office; school organization and administration and retirement allowances.

Dr. Austin Wilde of Boston University felt that lack of cooperation from school officials and lack of opportunity for working out their own ideas, were important causes for the lack of experienced teachers. Excessive routine, autocratic and bureaucratic school administrations, politics in the school and lack of opportunity for advancement he considered likewise common causes.

Dr. Milo B. Hillegas, of the Vermont Bureau of Education, computed that the "labor turnover" cost from the failure of teachers to remain in the profession amounts, for the country as a whole, to $250,000,000 a year.

Hugh S. Magill, in a report to the National Education Association, said that 1430 superintendents reported increases to teachers inadequate to meet advancing living costs. The United States Bureau of Education urged higher teaching standards, more general recognition of the importance of teaching, more liberal appropriations for teacher-training schools and higher standards of teacher training as necessary supplemental measures to increased salaries for teachers, in order to exclude the incompetent and unprepared.

TEACHERS' SALARIES

Increases in teachers' salaries have been general in the last year or more, as a means of remedying the teacher shortage, but the increases have generally been less than sufficient to meet the increased cost of living and the adjustment is likely, therefore, to be unsatisfactory. The labor question has, in short, become prominent in the schools as well as elsewhere. A "nation wide walkout of teachers," to quote the *New York Evening Post* drew attention to it. Since the teachers' problems —wages, working conditions and desire for a share in control— are the same as those interesting labor everywhere, it is not astonishing that they have in some instances resorted to the

means utilized by other crafts for bettering their condition—they have formed unions.

Teachers' unions in several cities are now affiliated with the American Federation of Labor, but in most places such organization has been bitterly fought. In Lancaster, Pennsylvania, teachers who joined a union were dismissed. It was explained that Lancaster is a conservative community and that unions were not particularly wanted there. Least of all were they wanted in the schools.

In campaigns for increasing teachers' pay it is customary to compare the salary scales, unfavorably, with the pay of mechanics generally. This, however, tends to create an impression among teachers and other members of the salaried classes that the workmen are receiving too much; in other words, it injects a new issue into the campaign and instead of working directly toward improving the lot of the teacher, it may lead rather toward caste feeling.

A more pointed argument in behalf of better pay for teachers was presented in a table published in the *Sierra Educational News*, showing what had happened to teachers who left their positions. Their teaching salaries and their salaries in their new jobs were presented side by side—the names of the individuals being omitted. It was shown, for example, that a commercial teacher at $2400 had gone into accounting at $5000 a year; that two educators, presumably executives, at $3500 and $2750, respectively, had obtained $9000 and $16,600 jobs in some businesses not stated; that a biologist had gone into the automobile business, increasing his pay from $2000 to $4000, and that a geologist struggling along on $1800 a year had managed to get $10,000 from an oil company. Such illustrations made it perfectly clear that something must be done to retain those yet in the service.

Helen Taft, president of Bryn Mawr, in an article in the *Green Book Magazine*, republished in the *Journal of Education*, thus expressed her view of the seriousness of the situation confronting the teachers: "I have been rather widely quoted recently as saying that I wished college professors would form a union and strike. Of course, this was said jestingly, but I do most sincerely maintain that it would be a better thing for the professors to unite and if necessary strike to obtain fairer salaries, than for all the more intelligent and ambitious ones to leave the profession. It will undoubtedly be a choice between these two evils unless a radical improvement in salaries is brought about."

The rate of increment in salaries is causing much comment among educators. As in decisions in wage cases involving

miners or railroad men, the rate of increment is almost always a compromise and the beneficiaries seldom get what they ask. "To offer an American school teacher a $50 increase is an insult," says J. R. Alderman. *Public Service* comments that he might have added: "To offer American school children and American business 25 per cent increments in teachers' salaries toward a 100 per cent increment in cost of living is robbery as well as insult."

The State Teachers' Association of New Mexico adopted resolutions asserting "that the teachers of this state do hereby unite themselves more definitely to the end that better salaries be obtained," and demanded a minimum of $1200 a year. "This is a decidedly novel, perhaps some of the timid or ultra-conservative might pronounce it a revolutionary, procedure for a body of school men and women to take," says *The American School* "but it bids fair to be only the first low wash of waves . . . that will before long be tossing from coast to coast."

As to actual rate of accomplishment in increasing teachers' pay, New York City has granted a "world's record for teachers' salaries," it is said; $1500 as the minimum for elementary teachers, with advances to $2875 and $3250, according to the nature of the work and length of service; $1900 as the first year's pay for high school teachers and $3700 for the maximum; $3750 to $4750 as the scale for elementary school principals and $5500 to $6000 for high school principals.

The National Education Association in 1919 recommended $1200 as a minimum for trained teachers, increasing to a maximum of $2800, and $1600 to $3200 for heads of departments, with $1300 to $3400 for special supervisors and $1800 to $5800 for principals of elementary and high schools.

Specific salary advances have varied greatly. Perhaps the largest flat increase was $700 a year, given by Houston, Tex.; Newton, Mass., gave $600, and Ansonia, Conn., and Montclair and Jersey City, N.J., $500 each. Chicago granted $450 to $400 increases and from about this figure the advances ranged downward to $100 or less. St. Paul, Minn., gave the highest percentage increase of cities basing their new scale on a percentage advancement—50 per cent. Hamilton, Ohio, with 36 per cent, Monroe City and Sioux City, Iowa, with 33 per cent and New Orleans, La., with 30 to 40 per cent, are among the leaders.

The *New York Evening Post* remarks that cities show considerable responsiveness to the campaigns undertaken for the teacher, but that in the country there is a feeling that "economy" is paramount and that "anybody can teach school." The relative progressiveness of the industrial popu-

lation, as compared with the agricultural population, probably is illustrated thereby. In North Dakota, where farmers are organized for economic purposes and control the state, the customary farmer opposition to better salaries does not hold. North Dakota and Montana schools are among the best rural schools in the country.

TEACHERS' ASSOCIATIONS

The present day question of teachers' associations has come down to the matter of union organization almost exclusively. The National Education Association has definitely set itself against the teachers' union. At its convention in Salt Lake City, its Commission on the Emergency in Education advised against affiliation of teachers with "religious, political or economic groups."

In San Francisco, teachers previously had been ordered to withdraw from the Federation of Teachers—a union organization—and Los Angeles, the center of the "open shop" war, is even more hostile to union membership. In Lancaster, Pa., about 100 teachers were "locked out" by the Board of Education because they had joined a teachers' union. In St. Louis, W. Frank Carter, president of the Chamber of Commerce, introduced an anti-union resolution before the Board of Education, which was adopted.

Professor John Dewey of Columbia, however, favors the Federation. The N.E.A. report said that "teachers as a unit cannot federate with labor . . . and at the same time hope to keep the confidence of the whole people." Dr. Dewey's attitude is, however, that "teachers have not had sufficient intelligence to be courageous"; one great reason for organization is to strengthen courage and faith in a calling and the recognition that teachers "are servants of the community and not people hired by a certain transitory set of people to do a certain job at their beck and call." Purely pedagogical organizations are harmless and useful, but other organizations, much resembling labor unions, have accomplished much for the benefit of the teacher. "Strangely enough, some of the leaders . . . seem to look with considerable horror upon a federation which shall actually come into relation with a labor union. Objections to teachers' federations based on affiliation with labor unions," Dr. Dewey considers, "are generally of a very snobbish character." He calls to mind the experience of many teachers who have been obliged to go to organized labor for aid instead of to bankers', manufacturers' and lawyers' associations, in time of need.

The National Teachers' Federation originated about four years ago, the first local being founded in Chicago nearly

twenty years ago. Locals in Gary, Ind.; New York City; Oklahoma City; Scranton, Pa., and Washington, D.C., have also had fairly long careers. At its convention in January, 1920, the Federation urged passage of the Smith-Towner Bill; proposed a minimum wage of $2000 for teachers, recommended taxing land values and called for teacher members on all boards of education. It was also resolved that measures be sought for improving tenure and that arbitrary dismissals be opposed.

Opponents of teachers' unions have contended that teachers should no more join labor groups as a unit than the Chamber of Commerce, the Methodist church or the Bar Association. In reply, spokesmen for the union have contended that obviously teachers cannot join the Methodist Church or the Bar Association because they are not all Methodists or lawyers, and that they cannot join the Chamber of Commerce because of financial disability, "but all teachers can join the American Federation of Labor because they are employees."

The Educational Review for September, 1920, devotes an entire issue to teacher organization. Winterton C. Curtis shows that the right of teachers to organize for economic improvement is unquestioned; the only question is the right to affiliate with the American Federation of Labor. That teachers are not employees since they get "salaries" instead of "wages" and therefore have no common bond with wage earners Mr. Curtis dismisses as a trivial objection. The Teachers' Federation has declared its non-strike policy, so the objection cannot be raised that strikes might ensue. A more important objection is the fear that teachers might be aligning with a special class prejudice themselves; but Mr. Curtis doubts that this applies, except in the specific case of teachers concerned with labor problems, who might be exempted from membership in the Federation to prevent forming a bias.

In reply, A. O. Lovejoy asserts that the American Federation of Labor "is looked upon with some degree of suspicion by, probably, a considerable majority of the public and with some hostility by many"; that Labor's campaign for the right to strike and for nationalization of public utilities is not looked upon with favor by many influential citizens, and that teachers should not become involved in "sectarian controversies."

Charles B. Stillman, discussing the American Federation of Teachers, says that the catch phrase of an "entangling alliance" with Labor may mislead many, but such an alliance cannot destroy "impartiality and independence" which do not exist. "The teachers have long been the usually unwilling and frequently unconscious agents of the propaganda imposed on them from above"—they have, upon order, urged universal

military training, though there is little sympathy for the idea among the mass of the American people. "Reactionary interests are not willing to have the teacher placed in a position to have first hand knowledge of the labor side of controversies, in which teachers are habitually steeped, to balance the employers' side." He refers to numerous "absurd charges and misrepresentations" from which the Federation has suffered.

James E. Russell of Columbia warns against affiliation with the A.F. of L., because the pupils will eventually be members of every class and group in society. They should have an organization of their own; if school boards will not treat teachers fairly they should refuse appointments and no teacher with professional pride should take the vacant job.

The movement toward democracy in education is favored by organizations considerably more conservative than the Teachers' Federation, though that came out strongly for democratic control. The National Education Commission on Emergency in Education reported that teachers should be allowed to participate in solving the larger problems of educational administration, including courses of study, textbooks, types of building and equipment, and the formation of budgets. The commission held this "indispensable to the best development of the public schools," and a necessary recognition of democracy in the public school service.

EDUCATIONAL PROGRESS—1919-1920

FEDERAL LEGISLATION

After two years of opportunity, Congress has made a record of complete negation so far as the Smith Towner bill is concerned. This piece of proposed legislation, endorsed by practically every educational organization in the country and by many civic associations, particularly the National Economic League, has been allowed by the legislators of the nation to slumber through several sessions. No committee report has ever been made to Congress and no action by Congress has ever been suggested. Admitting that Congress has made an equally tenuous record on many other measures perhaps of equal importance, the situation is none the less improved from the educator's point of view.

Both major political parties, in pursuance of their desire to avoid controversial subjects in their platforms, completely ignored the bill. The long agitation and effort carried on by the National Education Association in behalf of the bill are thus far barren of result and an investment of $80,000 in promoting it has thus far brought no returns.

The American Federation of Teachers claims credit for certain revisions of the bill which, the Federation officials believe, now prevent any danger that an educational bureaucracy will be set up in Washington, or in the language of one Federation leader, that the Department of Education would come to resemble the Post Office Department.

The bill, as is generally known, provides for a Department of Education, with a secretary and assistant secretary; for transfer to that department of governmental agencies filling educational functions; that research and investigation along educational lines be undertaken, and that annual appropriations of $100,000,000 be made by the federal government to aid the states in educational work. Regulations are thereafter laid down as to the way in which this money shall be expended.

Some eighty bills pending before Congress deal with educational matters. Among them are the military training bill, the Kenyon bill for Americanization and the Capper-Fess bill for physical education. Samuel P. Capen, director of the American Council of Education, felt that insufficient salaries were provided for in the Kenyon bill to make the work effective, since expert aid could not be had. Dr Charles H. Judd feels that the Smith-Towner bill is desirable, but that certain amendments might be introduced—in the way of making it

more specific, at least. D. P. Burris, of the University of Cincinnati, thinks that there should be a federal board of education in order that political appointments need not be made to the office of secretary of education and to make possible a continuity of policies.

In connection with Americanization legislation, it is of interest that the University of Minnesota now gives courses in Americanism leading to the B.S. degree. Dr. Charles W. Eliot has pointed out as one danger of "Americanization" the possibility that efforts will be made to reduce the population to something standardized which will be known as the "American type." There is no necessity for uniformity, declares Dr. Eliot, at least to this extent.

ECONOMIC LEAGUE REFERENDUM

The National Economic League committee of educators has decided by a 90 per cent vote for a federal Department of Education with a cabinet officer at its head. The committee voted 68 to 12 for vocational education for children above 14 years of age; 87 to 2 for preparing students for adequate use of their leisure as well as of their responsibilities as workers and citizens, and by votes of about 90 per cent for vocational guidance in secondary schools and colleges, and federal aid in educating colored children in the South. By 72 to 10, the committee decided for a minimum wage for teachers not lower than the wage of skilled artisans. It was voted almost unanimously that educational facilities should be provided for adult foreigners and that the educational facilities of colleges and high schools should be made available for wage earners whose employers would be invited to cooperate in arranging for systematic instruction. The National Council of the League voted also in the affirmative on all these questions, but generally by smaller percentages than in the special committee of educators.

STATE LEGISLATION

New York distinguished itself by the passage of the Lockwood-Donohue bill providing $36,000,000 for increasing teachers' salaries. Organized labor was prominent in procuring the passage of the bill. Mayor Hylan opposed it. The state did not, however, distinguish itself in proposed legislation which was vetoed by Governor Smith. One bill would have provided a new form of certification for teachers and the other would require all teachers and schools to be licensed. The expressed intention of the sponsors of these bills was to put out of business certain private schools, whose ideas did not fit with those of some legislators. Teachers would be

promptly discharged, under these bills, if they happened to say or do something that might not appeal to the commissioner of education. Governor Smith's action in vetoing these vicious bills was generally applauded. Before the veto, a conference of labor, civic and educational organizations in New York City adopted resolutions strongly condemning the bills as "worthy only of an autocratic government which knows that it cannot merit the sincere loyalty of its subjects," and on the ground that they "would outrage the self-respect and vitally lower the morale of the teaching profession."

New Hampshire has adopted compulsory Americanization legislation to oblige all young persons from 16 to 21 and all employed adults to attend Americanization schools if they are unable to speak English. Employers are forbidden to give work to such persons unless they are enrolled in Americanization schools.

Rhode Island similarly requires every town to establish evening schools for persons between 16 and 21 years of age for instruction in English, provided the town has any persons to be taught. Refusal to attend such schools is punished by fine or commitment to an institution.

Kentucky has adopted 33 laws affecting education, one of which provides for an educational survey of the state. Another provides for physical education and a third raises the standard of teaching by requiring normal school training and graduation from high school.

Wisconsin has given junior high schools legal recognition and has also enacted a bill whereby returned soldiers may receive $30 a month from the state to attend any institution they choose, except those conducted for profit.

South Dakota legislation makes possible insuring school teachers against sickness and accident, and in Watertown the Board of Education has closed a contract with an insurance company to insure 74 teachers.

Michigan has a constitutional amendment pending making all private schools taboo.

Hawaii has adopted a law requiring that no new school may be established except under license and with the approval of the public school authorities. This legislation refers specifically to "languages in which such instruction is to be given," and presumably its object is to prevent the establishment of Japanese schools.

INTERNATIONALIZING EDUCATION

Recognition of the community of interest among educators throughout the world has been signalized since the war by a considerable development in the international organization

of education, partly through international associations of teachers and partly through exchange professorships and foreign residence or correspondence of students.

Among important new international organizations of educators are the Institute of International Education, the International Federation of College Women, the American University Union in Europe, the International Research Council and the Union Academique Internationale. The first named organization is established under the Carnegie Endowment for International Peace. A recent project is that of the Union des Associations Internationales for an international university at Brussels.

In a recent number of *Education*, Ralph H. Bevan, B.C.L., Oxford, contends that the international education of world statesmen—along such lines, presumably, as are proposed by the Union des Associations Internationales—is the key to permanent peace. Mr. Bevan cites the Cecil Rhodes plan of promoting friendship between Great Britain and the United States with high approval, though he admits certain defects.

The Women's International League, meeting in Great Britain early in 1920, took as its subject "The Teaching of Languages and the Growth of Internationalism." Mrs. Swanwick, who presided, said that a great mass of people in every country were idle minded and willing to give up their freedom and let others think for them. A real, living educational system could combat this, but many systems encouraged it. A real League of Nations could be formed only when the mass of people were educated to desire freedom and understanding and a share in the control of foreign policy.

Exchange professorships are increasing, one of the latest being an exchange with Chili, worked out by the University of California. A newer development is the tendency of students to travel and study abroad. H. S. Krans, secretary of the American University Union in Europe, expects a large influx of American students to French universities. Fourteen French students are now studying in the United States on scholarships from a fund collected in this country and 25 scholarships for American girls in France have been filled likewise. The Society for American Fellowships in French Universities intends to send 20 Americans each year to the Sorbonne and elsewhere.

For students who cannot travel abroad, a National Bureau of French-American Education Correspondence has been established at George Peabody College, Nashville, Tenn., to promote correspondence between hundreds of thousands of students in this country and in France. Boys will correspond with boys, and girls with girls. Weekly letters will be ex-

changed, each student writing first in his own language and later in the language of his foreign correspondent. If funds permit, George Peabody College, which will obtain lists of students from teachers in this country and abroad and which will handle the general administration of the correspondence plan, will also provide for a Spanish American correspondence bureau. Widespread interest has been aroused in France and effective cooperation from that country is assured.

In New York, a similar scheme is being worked out by Dr. W. R. Price, state specialist in modern languages, who will arrange for correspondence with France. Correspondence with Latin American countries is much in favor.

COEDUCATION

Under the heading "A Great Victory for Coeducation," the *Boston Herald* thus refers to what is probably the outstanding development of the past in this field:

"After a 25-year fight the most conservative of English universities has yielded to the demand for coeducation. Oxford, by a unanimous vote of its governing authorities, has decided to admit women students on the same plane as men. . . . Sentiment has been gradually molding itself in favor of coeducation during all these years and it has now made itself overwhelmingly manifest. If women may attend Oxford, is there any other university the world over which can permanently resist their requests for admission?"

Coeducation has lagged in Great Britain, where school authorities seem utterly unable to understand how it is possible for young men and young women to be educated in the same institution, but the Association of Head Masters has recently adopted resolutions urging just treatment for coeducational schools and protesting against their misrepresentation. "That they are pioneer schools of social progress is obvious by the work they have done in this country during the war and by their increasing hold on public esteem," comments the *Journal of Education and School World* (British). At present about 21 per cent of British secondary schools are coeducational.

The Massachusetts Society of Social Hygiene in a recent bulletin describes an investigation undertaken to determine what foundation might exist for allegations of immorality in coeducational schools. Although the inquiry revealed that immorality does exist, even in the grammar schools, "the chief conclusion made by the investigator is that coeducation under normal conditions probably offers greater moral advantages than disadvantages to the average boy and girl."

VISUAL EDUCATION

Visual education now has its national organization, its own magazine and a tremendous following among educators generally. Motion pictures occupy the center of the stage at present, and Newark, Detroit and other cities are putting films into school curricula.

Screen teaching of English literature, educators say, however, may be too sentimental and sensational. Pictures must not degenerate into mere entertainment without real educational value. One authority on visual education even comments that many producing companies have "created versions of literary masterpieces that are an offense to the intelligence." The boards of education throughout the country, it is urged, can promote better motion pictures by supporting films faithful to the purpose and texts of the writers of classics reproduced.

Motion picture companies are now sending expeditions to all parts of the globe. A large publishing company is filming all its standard school and college textbooks, so that the instruction from the books may be paralleled and reinforced by the screen. The authors of the textbooks will supervise the films. A work on agriculture and one on commercial geography are among the first from which motion pictures will be made. The possibilities of this plan are believed, by the executives of the publishing house, to be large; the student of agriculture will have the opportunity to see farm processes illustrated and the student of commercial geography can view activities at important ports, handling of the principal products of this and other countries, transportation methods and other features that cannot well be brought into prominence by the printed page.

A film company is planning to film the entire Bible, to make known the salient facts of religious history. The United States Forestry Service activities are being shown to school children through the film. Numerous films showing industrial processes are now available practically without cost; the Bureau of Education will give information. The spread of motion picture influence abroad is illustrated by the decision of Holland to advertise itself on the screen.

Professor Paul J. Goode, in a paper on "The Scope and Outlook of Visual Education," read before the National Education Association, said that visual education methods have led very generally to increased promotions. In Racine, Wis., failures were cut from 10 to 5 per cent, so that 250 children were enabled to go ahead into a new class instead of repeating their year's work. He estimates that by reduction

in failures alone visual education would save, for the whole country, about $45,000,000 a year.

Detroit has fourteen schools now using the motion picture as a supplement to textbooks and other cities have developed the idea to practically the same extent. Paris children are being taught by cinema and Europe will probably make as rapid progress in this line as will the United States.

John V. Lacy, secretary for Sunday school work in Korea for the Methodist Episcopal church, however, made some tests in the United States of the relative efficiency of motion pictures, reading and story telling as a means of presenting material to children, of ages from 11 to 17 years, and found that although motion pictures were preferred by more than 90 per cent of the class, with reading next in popularity and story telling almost negligible, the relative efficiency of presentation was in exactly the reverse order. Combining the results covering questions of fact, questions of inference and questions of moral discrimination, Mr. Lacy found that oral presentation was 0.012 per cent superior to presentation through motion pictures, reading 7.053 per cent more efficient and oral presentation 1.958 per cent superior to reading. The differences were less marked when, after four or five weeks, the children were again tested. Then it was found that oral presentation was 4.575 per cent superior to the pictures, reading 0.917 per cent superior and oral presentation 3.65 per cent superior to reading. Mr. Lacy believes the test constituted a fair investigation of the subject and that it may serve as "a warning against the assumption that motion pictures are unqualifiedly our most valuable educational agency."

The Society for Visual Education points out that the film industry is now beyond its pioneer days from the commercial point of view, but that its educational opportunities are just opening. Mere witnessing of films, the society's officials believe, is not sufficient; the ideas contained in them must be developed through class discussion and films should supplement reading. Obviously, motion pictures must be selected and organized with direct reference to the curriculum.

Film libraries in communities have been considered, but the probable small size of most of these libraries would militate against their usefulness. The National University Extension Association, in the opinion of many educators, can handle the matter better than communities. This organization is connected with the Bureau of Education and states are developing means of supplementing its work. Texas had laid down a plan for assisting small schools to own stereopticons and large ones to own motion picture equipment. The United

States Bureau of Education has published a guide to schools in the purchase of such equipment.

Charles Roach of Iowa State College advises a careful survey to determine what the films can do best and what policies should be followed to produce the greatest results.

The National Academy of Visual Education recently held its first annual convention in Madison, Wis. Its aim is to bring about ultimately a broad, clearly defined and nation wide market for educational films. It has no commercial connections, but is made up exclusively of specialists in visual education. J. H. Wilson, Department of Visual Education, Detroit Public Schools, Detroit, Mich., is secretary.

The National Motion Picture League, with headquarters at 381 Fourth Ave., New York City, seeks to improve motion picture standards and in particular to protect children from improper films. The organizers comment upon the great influence of motion pictures among the young, most of which is "in the wrong direction." They have established a reviewing board to see films in advance of release and inform members what films may safely be seen by young people.

PSYCHOLOGICAL TESTS

The testing of 1,700,000 men in the United States army during the war by psychological methods has given a tremendous stimulus to the movement for psychological tests in education. Army experts declare that next to physical fitness, intelligence is the most important single factor in soldier efficiency, and they believe that ability to command, loyalty, bravery and power of endurance are more likely to be found in the intelligent man than in others.

Testimony from a number of educational institutions has indicated that the tests are effective. At Mount Holyoke, for example, students in the fall were given the army tests. The students who ranked highest in the first semester's work were those who ranked highest in the army tests. The best student in the class was No. 1 in the army test; the second best was No. 6, and the third best No. 2. Although evidence in behalf of the tests is not yet conclusive, a beginning, at least, is believed to have been made in the effort to determine the mental ability of students.

The importance of mental tests was discussed by Nathan A. Harvey of Michigan State Normal College, in a paper read before the N.E.A. at its Cleveland meeting in February, 1920. Incorrigibility, he said, may arise from "hypertrophied development of the instinct of childish independence"—an instinct absolutely necessary—or from feeble mindedness. Mental tests can demonstrate in which class "bad boys"

should be placed and determine whether they are likely to be social assets or liabilities.

The National Research Council has formulated a plan of using mental tests, adopted from those given the army, in the schools. They would be applied to groups of children. Preliminary tests, applied to about 5000 children, have resulted in the selection of two series of tests which it is believed will prove highly useful.

Professor E. L. Thorndike of Columbia, one of the principal authorities on psychological tests, thus expresses the idea underlying psychological tests: "We are trying nowadays to take care of the mind as you are trying to take care of the body and we have to have a psychometry as you have to have an anthropometry." The intelligence examination, he says, "does not pretend to be a general prophecy of competence." Industry, energy, reliability and character are equally important with intellect; tests cannot determine those factors.

"Most of our work has been with the abstract or semi-academic ideational sort of intelligence. We have . . . no satisfactory measurements of the managerial or social intellect." Tests along the line of mechanical ability are being worked out, however.

The Pittsburgh Board of Education believes that the army tests offer a foundation for selecting teachers advantageously. Certificates showing the intellectual status of teachers, the board believes, should be granted to accompany those showing teaching training and experience. The certification of intellectual ability should be based on a number of factors, including, perhaps, rating under the army test; composite judgments of principal, supervisor, director and superintendent of teaching intellectual ability; a self-rating scale; a set of diagnostic questions; and an analysis of records in individual cases covering preparation and achievement in service.

Psychological tests are now being used to some extent to supplement college admission examinations and in the United States Civil Service as supplements to written examinations. It is thought that eventually they may prove so successful as to supersede the formal examinations, very largely.

Judge Lindsay of Denver has added a juvenile laboratory to the machinery of the courts of that city. He asserts that juvenile offenders have three ages—the actual age, the age of physical development and the age of mental development.

MENTAL HYGIENE

One of the most significant recent events in the field of mental hygiene was a symposium held in February, 1920, at the Waldorf-Astoria Hotel, New York City, during the Third

Convention of Societies for Mental Hygiene. The most important paper of the series, perhaps, from the point of view of education, was a "Program for Mental Hygiene in the Public Schools," by Dr. E. Stanley Abbot of Pennsylvania.

The home should be, and the school is, the place where mentally hygienic conditions can best be established and controlled, said Dr. Abbot. The facts and principles of mental hygiene must be taught in the schools. In Pennsylvania, children between 8 and 16 years who are gravely retarded in school work are examined to determine whether special education and training are required.

The normal child needs rest and study periods carefully arranged and distributed both in school and home, he said. Study periods should not be too long and should not be subject to interruptions. The subject matter of instruction should include sex hygiene, either at home or in school, in order to prevent many complexes which might later lead to psychoneuroses. Mental hygiene should be taught as a part of general hygiene. Disciplinary measures should develop self-knowledge and self-control; there should be regular medical examinations. The teachers should have instruction in the training and principles of mental hygiene.

In the cases of exceptional children, the usual examinations should be given and home environment likewise should be inspected. An inquiry should be made into family traits and hereditary influences. Exceptional children should be segregated in small groups.

A program for mental hygiene should provide for testing all children, to determine which are exceptional; to determine the exceptional needs of each child and to make it possible to give proper guidance, opportunities and training. In an ideal program all teachers would receive instruction in mental hygiene; in large centers there would be laboratories, clinics and special class rooms; bureaus of child research or of educational child study and adjustment should be founded. Intensive study should be made of special problems—for example, the shy, hysterical or stammering child, or the brilliant and precocious child.

The immediately practicable program, however, would be less extensive. It would include normal school courses on mental hygiene, social psychiatry and psychometric tests. In the public schools, a few simple mental hygiene precepts would be added to the instruction now given in physical hygiene. Parents should be taught how to give instruction in sex hygiene, which should also be taught in the schools. Psychology departments of colleges should cooperate, particularly in the guidance of exceptional children. There should be at

least one psychiatric social worker and one visiting teacher for every 2000 pupils. A register should be kept of all feeble minded and backward children, who should be followed up closely on their way through school and aided in occupational placement.

Dr. Horatio M. Pollock of Albany, N.Y., in *American Education*, points out that many children acquire faulty mental habits in the school room; they become listless and barely achieve a promotion mark. The school may be at fault; in any event it should determine what the cause is. It should also exercise an influence on the child's mental food—motion pictures, magazines, etc. Mental exercise, rest and relaxation are all necessary.

PSYCHOANALYSIS

Within the past year Freudian views have come to be accepted with a little less of hostility and the value of their implications in education has gained in recognition. Heretofore, it has been difficult for the uninitiated inquirer to find a clear statement on the subject. Enthusiastic disciples of Freud and Jung had produced books and essays which set forth, in a strange lingo, extravagant claims, and dealt baldly with forbidden topics, leaving the conservative educator an impression of wild theorizing. Psychoanalysis has suffered because of the "odium sexicum, far more formidable in our day than the odium theologicum."

During the last year a number of volumes have appeared which present clearly, in some cases patiently and persuasively, the claims of the Freudian theories and which emphasize their importance in education. The subject is rapidly becoming popularized. Indeed, Cecilia Fancourt Streeten, writing in the *Psychoanalytic Review*, expresses apprehension lest it become too popular. She suspects that "psychoanalists will spring up like mushrooms and psychoanalysis will become a fashionable cult." She holds vigorously that psychoanalysis means little less than "a new revelation of the meaning of life." "At present we are hindered . . . by a thousand repressions and entanglements. . . . The bogies of childhood still haunt our lives, the scarecrows of adolescence wave threatening arms across our destinies."

One can hardly pick up a magazine or newspaper without finding psychoanalytic terms in use. The "conflicts" from which we all suffer and the "suppressed desires" which poison our lives, are becoming topics of daily conversation. Edmund Wilson, Jr., in *Vanity Fair*, declares that the "consciousness of the unconscious and of the mechanism of compensation for repressions, have come to color profoundly the thought of the

twentieth century, from psychiatry and mythology to the paintings of the Independents' Exhibition and Mr. Van Wyck Brooks' extraordinary study of Mark Twain."

There has been a great increase of the number of general practitioners who are using the psychoanalytic method in resolving the mental complexes and in straightening out the tangled nerve skeins of twisted lives. Especially fruitful will this method prove in dealing with adolescents who have proved failures in our schools. It has sometimes revealed the cause of failure and pointed the way to ultimate success.

While the prejudices and enmities aroused by the revelations of psychoanalysis are not by any means stilled, a wide appreciation is growing of the importance and significance of the new attitude for the future of the human race.

Dr. Oliver James, in an address in London, said that Freud's discovery of "definite traces of a persistent and active mode of mental functioning, alien, inacceptable and above all imperceptible to the rational mind," can be compared only with the discovery of the evolutionary process. He believes that psychoanalysis may, as a therapeutic agency, liberate locked up or indrawn energies which then become available for social ends; it can show how faulty adjustments can be minimized and it can make the unhealthy compromises of the conscious and the unconscious more widely known.

PHYSICAL EDUCATION

While the first result of the draft startled us with its evidence of our physical incapacity as a people and clearly pointed the way to the need of a national system of physical education, still further analysis of the draft statistics more deeply impresses us with its necessity.

Harry S. Estcourt, in the *Journal of Education*, cites draft figures showing that 33 per cent of first draft men were ineffectives. Mr. Estcourt would have physical education include all persons up to 18 years of age. Gertrude C. Davenport, in a further analysis of the draft figures, shows that Rhode Island had the greatest percentage of defectives with Vermont second and that Kansas made the best showing. Statistics prepared by the National Council of Education indicate that three fourths of the 25,000,000 school children in the country are suffering from physical defects. Illness, according to government inquiries, costs the nation 270,000,000 days of labor time annually.

An inquiry into the correlation of physical health and mental efficiency, undertaken by R. L. Sandwick and published in the *Journal of Educational Research*, showed that among students who ranked highest mentally, physical defects were

much fewer than among those of low mental rank. An inquiry by Florence A. Gates into health conditions among high school girls, published in the *Pedagogical Seminary*, showed that 15 per cent ate no breakfast—most giving the reason that they preferred to sleep later—and that at least one third were not eating enough food, or food of the right kind. She also found only 25 per cent drank as much water as normal girls should drink and that the girls who drank enough were mainly of the athletic type. Many girls did not obtain enough sleep; some 22 per cent worked four hours daily on studies at home.

Dr. Thomas A. Storey, in an address before the American Physical Education Association, contended vigorously that physical education should be given five hours weekly in the schools; that teachers should be required to know something of physical education and that state and federal governments should cooperate in making real physical education possible.

The *American Physical Education Review*, which published Dr. Storey's article, comments editorially that the community is responsible for a great deal of physical defectiveness and ought to act toward eliminating it. A committee of the Society of Directors of Physical Education is considering the desirability of urging physical education as a college entrance requirement.

In Massachusetts a health and physical education bill was for a second time defeated through the determined opposition of Roman Catholics and Christian Scientists. These bills had been fought on the ground that they concentrated power and centralized authority over the public schools. A further objection was raised to the proposal to teach sex hygiene. In the latest bill efforts were made to eliminate these objections, the sex hygiene feature being left out entirely and the fear of centralization removed. However, the opposition did not relax. The *Boston Herald* contended that "the cry of centralization . . . is nothing less than the raising of a false issue The sole question . . . is whether the Commonwealth of Massachusetts shall include health and physical education, with the mental and moral development to be derived therefrom, among the objects of its educational system."

The Catholics have their own parochial schools to protect and must naturally look upon improvement in the public schools as improvement in a competitor. Then they are not anxious to pay further taxes for schools that they do not patronize. The Christian Science opposition does not seem to rest on such logical grounds.

France and England have discovered the necessity for physical education and provided for it. China has introduced

a national system of physical training which includes calisthenics, folk and gymnastic dances and combative and competitive games and sports. Our own country is not yet so progressive.

SCOUTING

Scouting has made rapid progress since the war, and late figures show that there are now in the United States 364,226 Boys Scouts and about 82,000 Girl Scouts. The Boy Scouts, who celebrated their tenth anniversary in this country in February, 1920, are putting under way the largest leadership training program in their history. In addition to the regular training programs, some fifty local scout councils have conducted special approved courses of eight to twelve sessions, devoted to lectures and discussions of Boy Scout policies and methods and demonstrations of scout activities. These are attracting hundreds of able men to scout leadership and to meet the needs of small towns, correspondence courses of training will probably be put into operation.

Emphasis in scouting is placed on the "good turn daily." The Boy Scouts are trained for a "man's job cut down to a boy's size"; the Girl Scouts for a "woman's job cut down to a girl's size." Inculcation of initiative, self-control, self-reliance and self-direction are the aims of the scout program. In the case of the Boy Scouts particularly, the activities of boys who might otherwise join "gangs" are directed in more desirable channels.

In Fort Scott, Kan., the public schools have entered into close cooperation with the Boy Scouts and Girl Scouts. Scout work is fully organized in the junior high school and scouts who have been promoted to the senior high are given positions in leadership, thus retaining the interest of the older boys.

The scouts are also solving the dress problem which sometimes becomes acute in secondary schools, for on one day each week they appear in school in uniform, a practice which, in the words of H. D. Ramsey, superintendent of schools, "has a tendency to make less distinction in dress, both boys and girls getting a feeling of comradeship and equality."

Of the Girl Scouts, Mrs. Josephine Daskam Bacon says: "The Girl Scout movement . . . doesn't pretend to have invented any new material, but cooperates with the home, church and school, and all three of these back her up. Colleges believe in us and offer courses in scouting to intending captains. Camps teach our principles and discipline. All over Europe Girl Scouts are spreading and growing and showing our international appeal to the girls' interests."

SUMMER CAMPS

"Camp life, properly supervised, systematized and controlled offers the best means (now in sight) for inculcating the principles of, and supplying experience in, practical departments of education endeavor," writes Dr. J. Madison Taylor, professor of applied therapeutics at Temple University, in the *Child-Welfare Magazine*.

"Life in the open under canvas and expert guidance affords the most natural means for arousing the best instincts or sense of duty, of responsibility, of obligation to a commonwealth," he continues. "It stimulates the development of mutualities of service, domestic and communal, of group action, cooperation, unanimity. It also makes for the evolution of individual solidarity, of self-mastery, of resourcefulness, of self-development in personality." He feels that every state should provide vacation camp sites for all boys, preferably those of 14 to 16 years, during which years physical training is particularly desirable and adolescent over-energy needs direction into right channels.

Dr. Jesse F. Williams of Teachers College, New York, says of camps for girls: "Omit books and formal lessons and the summer camp presents the underlying principles of the school. It has certain advantages, however; it is much easier to learn in camp, where situations are evolved with all the interest and enthusiasm that gather so naturally around primitive and natural activities. It has disadvantages also: the direct and evident values of camping, such as health and happiness, are so prominent that the more subtle and indirect values of character training are apt to be neglected. The camp that fails to see the possibilities of character training lacks imagination and the camp that sees but fails to seek them stands outside the approval of educational opinion. More unfortunate is the camp that errs by carrying into its program the weaknesses and follies of some schools. Certainly the atmosphere of an 'exclusive school' has no place in nature's woods and lakes, nor should the snobbishness of classes or the vanities of privilege secure preferment in an environment of natural forces."

The writer, whose article appears in *Mind and Body*, asserts that girls too often are trained from birth to evade difficulties and avoid hardships. Camping should give her an opportunity to share in difficult situations; "the summer camp must not be a club or hotel in the mountains." The importance of competitive endeavor in girls' camps should also be emphasized, since girls tend to take opposition as personal and should learn to understand that intense opposition may exist without personal antagonism.

VOCATIONAL TRAINING

In practically all the school systems of the more important cities of the country vocational training is now carried on to a greater or lesser extent. There is a general recognition that inasmuch as most students never get through the high school something should be done to train them for a life work. The teaching of agriculture in rural schools has received a great impetus from the inspiring work of Professor P. G. Holden of the International Harvester Company. He has introduced his program of "vitalized education" in hundreds of rural schools.

The first year is concerned with growing things; the students make gardens and care for them. In the second year they learn to make things—playground apparatus, first aid boxes, tables and benches—and to paint, sew and repair. The third year is devoted to caring for animals—pigs, poultry, live stock of whatever kind is available—and to community civics—road-making, safety first devices, health and sanitation. The fourth year is devoted to the soil and to community problems. Attention is given to fertilization, cultivation, irrigation; business management, home and personal budgets, etc.

Since the war there has been a considerable development of the cooperative plan of school and factory education. This, first worked out in Fitchburg, has been developed by Dean Snyder in Cincinnati. It was further promoted during the war by the training and dilution service of the Department of Labor which aimed to train unskilled workers in order that they might replace skilled men and leave them free for high grade work.

It was found that much work of academic nature could be introduced to advantage in the training system. The reading of blueprints was highly important and instruction in elementary mathematics and grammar added much to the efficiency of workers deficient in those subjects.

From this wartime experience have developed such institutions as the Goodyear Industrial University, with 117 instructors and some 5700 students, which can offer employees of the Goodyear Company practically any opportunity for mental, physical or recreational activity. The school has a large gymnasium and a theater with a capacity of 2000 persons. Although in its educational activities the university deals mainly with the problems incident to the rubber industry, it is not completely occupied with them by any means. A specialty is its training in English for foreigners. There is a production school, a sales school, a commercial school and a school of household arts.

In Detroit, 6000 workmen are enrolled in part time courses in Cass Technical High School. Labor organizations are

eager for part time industrial schools, though they insist that they shall be based on community needs rather than to create an over supply of skilled labor. Naturally, the labor organizations prefer some measure of public supervision.

The National Association of Corporation Schools plans a great national industrial and commercial university. This association represents 150 corporations which are training their employees.

The United States army has within the past year devoted much attention to education, and is offering numerous vocational courses to enlisted men, much as the navy has done for a number of years.

Dr. Hollis Godfrey of Drexel Institute, Philadelphia, has developed a plan for doing away with educational waste, which he considers far too great, through a plan of cooperation with industry which will enable schools to know what training is needed and how many men should be trained along special lines. The plan contemplates having larger industrial firms which take men from technical schools, place in advance their requirements before the school authorities. They would make known the number of trained men they will need and the colleges will make known their ability to train them. Thereafter the adaptation of supply to demand would be a comparatively easy matter. In view of the shortage in trained men now existing in this country, it is Dr. Godfrey's opinion that they ought no longer to be educated at random.

In some of the larger cities education for store service is making its way. This has sometimes occasioned the criticism that the department stores are getting too much out of the schools, but this is probably usually unjustified.

The Prince School of Education for Store Service, now affiliated with Simmons College, is no longer a school for salesmen but for training teachers of salesmanship and executives in store service. In the past four years this school has sent its graduates into executive positions in ninety large stores in the principal cities of the country. Smith College is training psychiatric aids. Bryn Mawr is training employment managers, service or welfare superintendents, industrial superintendents of women's work, industrial secretaries and industrial group leaders.

POPULARIZING THE ENGLISH LANGUAGE

The "Better Speech Week" movement achieved considerable success in some parts of the country. Popularization of the movement was attempted through posters, slogans, creeds, parodying popular songs or commonly known poems and by pageants and plays. Authorities on good English, however,

emphasize that mere spectacular devices do not lead to better use of English. "Better Speech Week" should not be a temporary outlet for youthful enthusiasm, but an effort for permanent improvement. Some 4600 celebrations of "Better Speech Week" were held in this country in 1919.

The importance of spelling in Americanization work is urged by the Institute for Public Service, which has compiled spelling lists for grades three to eight from 1426 words used in the Declaration of Independence, the Preamble and Bill of Rights, Lincoln's Gettsyburg address and Wilson's war message.

A compilation from Fritz-Eldridge, "Essentials of Expert Typewriting," indicates that half the words ordinarily used by a typist are included in a list of 144 words covering the 100 words most common in the Bible, the 100 most common in a Sunday newspaper and the 100 most common in business correspondence. "The" was first in all lists, "of" second in two and third in one, "and" second in one and third in two, and "to," "in," and "a" the three words next in order. Of 100,000 words counted in the Bible, the 100 words were used 60,272 times; of 43,989 in a Sunday paper, the 100 were used 24,667 times and of 100,000 in business letters, the 100 were used 59,591 times.

MATHEMATICS TEACHING

The National Committee on Mathematical Requirements, founded in 1916, has made a preliminary report on principles governing college entrance requirements and will shortly have available, it is expected, reports on the aims and purposes of mathematics and the doctrine of formal discipline. Professor R. C. Archibald of Brown University will report on the professional training of teachers of mathematics. Broadly, the committee will study recent developments in mathematics teaching, here and abroad, prepare a bibliography on the subject, make a collection of recent textbooks on secondary schools and elementary college mathematics and report on various phases of reform in mathematics teaching.

Considerable advance has been made of late in adapting mathematics instruction more closely to the needs of students and in making mathematical exercises interesting for their own sake. One project carried out among sixth to eighth grade pupils in Middle West towns and cities is described by G. M. Wilson, professor of education in Iowa State College. The object was "to find out by a simple and direct method what mature people are figuring and to get some idea of the amount of figuring which they actually do." Children were asked to find out from their parents, without causing them

inconvenience, what use, if any, they had had during the day for arithmetic. The purchase of eggs or checking up a bill from a grocer would be examples. In this way 14,583 problems were obtained from 4068 persons, in 155 occupations. The data will be used in guiding instructors as to the practical needs of the general public.

Theodore Lindquist of Kansas State Normal School, writing in *School Science and Mathematics*, urges that mathematic exercises appeal to the pupils' interests and that much material be drawn from the pupils' own activities. In one school percentage standings of baseball teams were computed as a means of interesting the children in percentage. This gives the pupils power to meet later situations in respect to interest on investments, in which now they are not greatly interested. Problems must also be real, Mr. Lindquist contends; pupils should not be asked about freight cars with a capacity of 34,250 pounds, because such freight cars do not exist; in problems on weighing coal, weights should be figured only within ten pounds, since that is the trade custom. School banking practice and other mock activities create great interest among pupils, he observes, and he recommends project problems as highly stimulating. Work on hypothetical family budgets, measuring the areas of tracts of land near the school, computations from railroad timetables of the expense of vacation trips, are recommended as valuable in creating interest and in their practical application.

The theory of identical elements—that improvement of one mental function benefits others in so far as the functions have common elements—will affect seriously the teaching of mathematics, H. R. Douglas believes, since mathematics is so much viewed as "mental discipline."

The Bureau of Education in a recent bulletin advises mathematics instruction only to the extent that prospective use justifies it, but the *High School Journal* comments adversely on the Bureau's plan to divide students into class groupings at early ages based on probable vocations, and on "training to meet a first class opponent by practicing on third or fourth class performers."

LATIN

The question of teaching Latin in the secondary schools has again come into prominence through the publication of a book by H. A. Brown, on Latin teaching in New Hampshire, which showed that the results achieved were of slight value. The *Journal of Education*, discussing the book and the whole subject, asks: "Is Latin in secondary schools, as usually taught, a waste of the time and energy devoted to it by students and

the money spent upon it by the public? . . . The recent defense of Latin study by getting the opinions of prominent men is the educational joke of the age. . . . In secondary schools, until quite recently, every boy with scholastic tastes and high mentality took Latin, because whoever did not take it was suspected of seeking a soft snap." The *Journal* then asks whether study of Latin in secondary schools is a deadening drill and whether it is as wasteful as would appear from Mr. Brown's book.

FOREIGN LANGUAGES

The National Federation of Modern Language Teachers has prepared a statement for post war conditions, urging more stress on the practical value of modern languages, particularly speaking ability and knowledge of the life of foreign peoples; licensing foreign language teachers by subject, rather than by a blanket certificate. The modern languages to be offered in secondary schools, it is urged, should be French, German and Spanish. Improvement of the quality of foreign language teaching and promotion of interest in it are considered highly important.

Tests have been devised in the DeWitt Clinton School, New York, for the elimination of boys and girls from foreign language classes in which they appear to be making little progress to avoid prolonged study where students are likely to derive little profit.

THE N.E.A. AT SALT LAKE CITY

The reorganization plan of the N.E.A. was successfully put through at the annual meeting in Salt Lake City, July, 1920. A good deal of feeling had been aroused and had the meeting been held in a larger city the opposition would doubtless have shown greater strength. It was perhaps for this reason that Salt Lake was chosen as the scene for the reorganization.

The new plan provides for the transaction of business by duly appointed delegates. It was felt by friends of the plan that the association had grown so large that a definite representative organization was needed. The plan, of course, was put across in the name of democracy.

A preliminary report on tenure brought out that in only five states—California, Massachusetts, Montana, New Jersey and Oregon—is tenure certain. Miss Margaret Haley protested against the tenure report on the ground that it failed to mention one of the most serious of problems, namely, interference with the right of teachers to belong to organizations of their own choosing.

The association definitely went on record as opposing the affiliation of teachers' unions with labor organizations.

The commission on emergency in education recommended teachers' salary increases of about 100 per cent over the 1914 scale. Dr. P. C. Claxton, United States commissioner of education, advocated an average annual salary of $2000 for all teachers, rural or urban, and individual salaries running as high as $6000 for able teachers.

Will D. Wood, state superintendent of public education in California, pointed out that from April 1, 1917, to April 1, 1919, the United States spent $21,850,000,000 for war, whereas the total amount spent for education by all public agencies combined federal, state and local—from 1787 to 1917 was only $14,400,000,000. In other words, 50 per cent more was spent in two years for killing men than had been spent in 130 years previously for making citizens. Since the convention, Dr. Rosa of the United States Bureau of Standards, has made an inquiry which shows that 93 per cent of the federal government's expenditures are for wars, past, present or to come, and perhaps 1 or 1 1-2 per cent for its various educational activities.

DEPARTMENT OF SUPERINTENDENCE

The Cleveland meeting of the Department of Superintendence of the N.E.A. in February, 1920, called forth an attendance of over 8000. There were 120 sessions and more than 1000 speakers.

Calvin N. Kendall, commissioner of education, Trenton, N.J., was elected president. E. A. Smith, superintendent of schools at Salt Lake City, and J. M. Gwynn, superintendent of schools of New Orleans, were elected vice presidents, and Belle M. Ryan, assistant superintendent of schools of Omaha, Neb., secretary.

In the general meetings the Smith-Towner bill, teacher shortage and salaries, democracy in school management and scientific tests and measurements were the principal topics. The success of tests would depend, it was brought out, largely upon the teachers.

THE WASHINGTON CITIZENS' CONFERENCE

P. C. Claxton, United States commissioner of education, called a conference at Washington in the spring of 1920 which was attended by about 500 delegates, including school officials and representatives of various types of citizens' organizations. The theme underlying most of the addresses was the necessity for guiding the further expansion of the American educational system, instead of allowing it to develop in its present haphazard manner.

Finances figured prominently. It was brought out that the

teacher shortage is excessive and that first among methods of remedying the situation is increased salaries. Living costs have advanced rapidly, while salaries, except for recent increases, remained practically stationary. Lack of publicity was held one of the principal reasons for the poor economic status of school teachers. The conclusions reached as to educational needs may be summarized as follows: Increased salaries, raising qualifications of teachers and grading salaries, better living conditions, more men teachers, employment twelve months in the year, state certificates based on training and experience, pensions, security of tenure, equalized support, enforcement of compulsory education law, subsidy for normal school teachers, teacher training publicity, training of teachers in service, democracy in educational administration.

One suggestion advanced at the conference by Commissioner Finegan of Pennsylvania, was that the best trained teachers be sent to the rural schools instead of to the cities.

AMERICAN COUNCIL OF EDUCATION

The American Council of Education, of which Dr. Samuel P. Capen is director, provides a clearing house of educational information. Its membership is made up of the 16 national educational associations, eight educational, scientific and art associations and more than 100 universities and colleges. The council analyzes bills on educational subjects; is seeking to bring about a unification of effort on the part of international educational associations; is promoting international exchanges of students and instructors; and will study such questions as education for citizenship, training women for public service and cooperation between colleges and industries. It is also planned to put an end if possible to the commercialized honorary degree.

AMERICAN UNIVERSITY UNION

The American University Union in Europe has established headquarters in London and Paris, where reading rooms are maintained and assistance given to American university men who come to Europe for study or research. President H. B. Hutchins of the University of Michigan is chairman of the Union. It acts as the representative in Europe of the Institute of International Education, the aim of which is to enable this and other countries to understand each other better through the medium of educational agencies.

NATIONAL ACADEMY OF SCIENCES

The National Academy of Sciences, at its recent annual meeting, announced plans for the erection of a new head-

quarters building in Washington, at a cost of $1,000,000. The Carnegie corporation made possible the new building by an offer to build it and to endow the National Research Council, a subsidiary organization, if the National Academy would furnish a site and submit satisfactory building plans. A site in Potomac Park, near the Lincoln Memorial, was accordingly made available.

NATIONAL RESEARCH COUNCIL

The National Research Council is established under the charter of the National Academy of Sciences. It has the cooperation of the Engineering Foundation of New York in engineering work and during the war received considerable support from the government.

Its purposes are to stimulate scientific research, at home and abroad, and to collect technical information which may be made available to properly accredited persons. Administration is carried on by a small group of officers and an executive board. A division of states' relations has been founded to cooperate in research work conducted in or under the patronage of the various states. The organization of the council is based upon some forty scientific and engineering organizations.

A special committee, headed by Dr. R. M. Yerkes, has formulated a plan for using the army mental tests in schools, using the tests in whole class rooms at a time. Tests have been tried on 5000 children, but further work will be done to perfect them before the tests are recommended for general use.

PROGRESSIVE EDUCATION ASSOCIATION

The first convention of people interested in progressive education met in Washington in April, 1920. This association has met with enthusiastic response from the more progressive educators throughout the country.

In his address Dr. Frank F. Bunker, chief of city schools division of the United States Bureau of Education, told how the very structure of our public school system as it now exists has come about in response to pressure of a progressive and liberalizing character. So it was in freeing the schools from ecclesiastical influences; in establishing a free common school system; free public high schools; compulsory education; the kindergarten; the junior high school and vocational training.

Mrs. Marietta L. Johnson, founder of the Organic School, and the Edgewood School, urged freedom for the school child, not license, but freedom of body, freedom to use muscle, nerve and brain, naturally under guidance. The first thing she insists upon is to take out the regular rows of desks from the

schoolroom. They not only restrain and restrict but they symbolize formalism.

Frank D. Slutz, director of the Moraine Park School, told how his school is self-governed and of the numerous activities of the pupils in operating their own police force, bank, store, school paper, library and museum. He reported, too, of the spread of the progressive school idea in the Middle West, of groups of citizens about to establish similar schools in Grand Rapids, Columbus and Toledo.

Angelo Patri, principal of Public School 45, The Bronx, told enthusiastically about his visit to the Moraine Park School and of pupil activities in his own school. Especially interesting was the reading of spontaneous verse written on their own initiative by Italian pupils eight to ten years old. Robert Schiano of the sixth grade, wrote:

> We are opening, oh, come and take us,
> We are waiting, hurry, hurry,
> Or we will die.
> We bloom in a wild wood,
> We are quiet and lonesome;
> Hurry, hurry, or we will die.

EDUCATION ABROAD

ENGLAND

The great day in England has not yet arrived. When the Education Act of 1918 was passed by Parliament much was hoped from it, but the "appointed day" on which it shall go into effect has not yet been set and there is no present indication when the government will cease its excuses and act. The delay in putting into operation this splendid piece of legislation is of a piece with some of the other procrastinations and evasions of which the present British Government has been accused.

Widespread interest in education has developed in England, but the enthusiasm that marked the passage of the Education Act seems to have receded somewhat. There have even been proposals in Parliament for the repeal of certain provisions bearing upon economic and labor relations. As usual when efforts are being made to thwart the public interest, the plea of economy is being raised, no other effective argument apparently being available. In some quarters, however, the fear is expressed that adolescent workers cannot safely be withdrawn from industry; they ought to be working instead of going to school. The Board of Education, however, is still confident.

England, like the United States, is facing a crisis in education due to the shortage of teachers, and the number of candidates is far too small to make up the deficiency. A new salary scale recently adopted will help. The Burnham Committee, recently disbanded, obtained from the teachers an agreement not to press for further increase until 1922.

England has lately had its first experience with teachers' strikes. These followed the refusal of the administrative authorities to take any action toward increasing salaries. Following the strikes, an armistice was agreed upon by the teachers generally, in order that a joint committee might work out a schedule for teachers' pay, which was approved. The teachers' superannuation act is now in effect and provides for retirement at 60 after 30 years' service, with provisions for insurance, etc.

The question of adult education has absorbed the attention of the public for the past year. The final report of the Adult Education Committee was published in the fall of 1919 and a summary of its proposals has been separately published by the Workers' Educational Association. The committee regards as important that a wide range of subjects should be offered;

that both the universities and the local authorities should offer facilities; that controversial subjects should be included, for the reason that one of the greatest advantages of adult education is that mutual confidence and tolerance be promoted by discussion. Subjects connected with citizenship should be studied and wider opportunity should be offered in natural sciences, modern languages, literature and drama. The committee's report is a practical endorsement of the notable work done by the Workers' Educational Association during the past fifteen years.

Lord Haldane has recently expressed some interesting views on the matter of adult education. It is now recognized, he says, that it is practicable to give university instruction to men who work in the factory or the mine. Although he does not say so, it has been shown no less practicable to give instruction of university grade to women.

The intention of the government to spend about £2,000,000 for the furtherance of agricultural training has created much interest in agriculture throughout England, and it is expected that farm institutes and classes for adults will be established generally.

The abolition of compulsory Greek at Oxford and the admission of women students show that educational progress has reached one of the oldest universities in the world. It is announced incidentally that the gowns of women students will be very little different from those of the men. Royal commissioners have been named to consider applications from Oxford and Cambridge for assistance by the state. The financial condition of the universities and colleges will be investigated by this commission.

A law, effective in March, 1919, provides unemployment benefits for children under 18, provided they attend school. Both the British Labor Party and the Federation of British Industries, which represent the owners of the industries, approve the continuation school movement, and the latter organization recommends that continuation work be undertaken on two half days or one full day weekly and that firms meet the loss of wages due to school attendance.

Coeducation in secondary education is in England a revolutionary movement in which the way has been led for the past two decades by a few pioneers. The movement has aroused great interest and is gaining in momentum. In Manchester a movement has been on foot to bring parents into closer touch with the schools by forming parents' committees for each school.

FRANCE

Physical education is the chief after war interest of France. Great camps have been established for the children who were in the occupied regions and whose physical development was thereby hindered. Although the camps are primarily for these children, it is not expected by any means that they will be limited exclusively to such use; more probably deficient children throughout the country will benefit from them. In addition to this national program, which is still in process of creation, many cities are taking a scientific interest in physical education and experts from the United States are being retained to set up physical training systems.

The University of Paris has established a course in physical education. André Honnorat, Minister of Public Instruction, was a leader in the crusade against tuberculosis and he has placed physical education and school hygiene at the head of his program. He would care for university students as well as for children. Several associations are cooperating in his plans.

M. Honnorat would make the highest education available for all children who could profit from it, brains instead of fees being the proper condition for advancement from his point of view. For those who would not receive university training, he would make continuation schools available; a bill for this purpose will be considered by the Chamber of Deputies. A more interesting bill is the "*Proposition de loi pour le droit integral du peuple a l'instruction.*" Its aim is to search the entire French people for ability; to develop such talents as each man may have to their utmost.

Under this bill, each child, at the end of the school year following the thirteenth birthday, will be examined for passage to secondary education. This test will be based on school records, a written examination and psychological investigations. Those students who are successful in the examination and whose parents cannot afford to send them to school will be given assistance by the state. Such assistance may be forfeited in any year when the student does not attain satisfactory standing in school work. Students will be permitted freedom in the choice of their higher educational opportunities. If poor parents refuse the opportunity for their children to receive instruction, the state will make allowances to the parents as an inducement.

The teacher salary question is agitating France as well as other countries. A new table of payments has been announced under which primary teachers, men and women alike, will receive 4000 francs yearly; promotion by 500 franc increments will be possible to 7000 francs. In normal schools

pay will range as high as 11,000 francs. Inspectors will receive as much as 17,000 francs.

The French primary teachers have decided to transform their associations into trade unions, which will affiliate with the Confederation Generale du Travail.

A new law provides for strong measures of public control over private schools, which may be closed promptly if all the legal requirements are not met.

France is sending professors to Bohemia and Greece and is making arrangements to exchange with Switzerland and Roumania. Last year 114 French girls and 36 wounded soldiers were sent to institutions in the United States; the French universities are seeking to attract those students who formerly would have gone to Germany.

French opinion is almost unanimous that liberal culture must be defended in higher education and the tendency to magnify the importance of engineering subjects is not evident to the extent that it is in the United States.

As a result of Russia's disinclination to pay the French bonds, France is not so much interested as formerly in the Russian language and is devoting considerable attention to Spanish. Although there is the usual lip service to Greek and Latin, barely 8 per cent of French students are now qualifying in Greek.

The war has brought to France as to most other countries a great increase in juvenile delinquency, the explanations of which range widely—from that of the Catholic that it is due to the "school without God" to that of the Socialist that five years of glorification of violence might be expected to leave an impress on youthful minds to the extent that they would adopt violence to serve their own ends. Whatever the cause, M. Painleve hopes to conquer the problem by "cultivating moral health as carefully as the physical."

Among the unusual developments in France is the interest women are taking in agriculture. During the war the care of farms largely fell to the lot of women and the work apparently proved congenial. But interest in agricultural education is by no means confined to women. In France, as in most European countries, the war has had the effect of emphasizing the importance of food production and a great revival of interest in agricultural training has appeared. Several institutions for higher education in agriculture are provided for by a new national law and instruction in the same subject will be featured in the lower schools.

GERMANY

The new German government has, on paper at least, accomplished much for the cause of democratic education and the German teachers are evidently inclined to give the state no rest in this respect. They have worked out a set of demands which include the abolition of privilege and social distinction in the schools, unhampered right for children to pursue studies up to the highest institutions, regardless of the parents' wealth and the abolition of ecclesiastical influence.

The Constitution of the German Republic asserts that "art, science and their teaching shall be free"; that "the education of the young is to be provided for through public institutions," and that the entire school system shall be under state supervision. General compulsory attendance at public and continuation schools is required from the eighth to the eighteenth year. State aid will be given pupils whose parents cannot afford the expense of instruction in the intermediate and higher schools.

"Exclusive private preparatory schools are to be abolished," but private schools may be established provided division of pupils according to wealth is not promoted and provided standards as high as those of the public schools are maintained. Private elementary schools will be permitted only under exceptional circumstances.

Religion will be taught in the schools but children need not attend if their parents object. "In giving instruction in the public schools care must be taken not to hurt the feelings of those who think differently." The Socialists insist upon purely secular schools.

Industrial training is given in the elementary schools, and foreign educators, who, on the whole, are favorably impressed with the intent of the German government to create a democratic and free system of education, express regret that this should have been introduced. They also feel that the German desire for uniformity is too marked in the school system.

The Oriental Seminary in Berlin is offering popular courses in Russian, Polish, Turkish and Bulgarian. The academies of Berlin, Gottingen, Heidelberg, Leipzig and Munchen have petitioned the National Assembly to provide at least 3,000,000 marks for the promotion of science and culture. This sum would be applied to the purchase of foreign scientific journals and to the publication of German scientific monographs. The German institutions of higher learning on the whole are adapting themselves well to post-war conditions.

In Prussia, parents' councils will be formed in all schools to advise the school authorities, but such councils cannot override them. They have the right to hear the facts in the case

of a boy to be expelled but they cannot prevent his expulsion. The aim is to create closer relations between school and home.

Another progressive measure is the admission of primary teachers to the universities. But in Germany opposition has arisen to the continuation school idea and particularly to factory schools; it is contended that "employers who wish to make workmen for themselves will lay more stress on vocational than on general education in the schools." The idea of profit for the employer rather than education for the pupil is too likely to become dominant in such schools, according to the German opponents of the scheme. A similar objection arose in England.

THE WORLD AT LARGE

Australia is watching the results of an experimental school near Sydney, founded by Director Board of the New South Wales Education Bureau, who thinks too much time is given purely theoretical instruction in most schools and that pupils would show greater interest if they received more practical work. The school, a one story building, accommodates 450 pupils and has class rooms ranged about a gymnasium through which one enters the building. All children are given opportunity for physical training. The morning is devoted to theoretical work, but the object of the school is to cease mental exercise before strain begins and to switch pupils into handicrafts to train the hands, eyes and ears and to promote muscular coordination. Blacksmithing, carpentry and other trades are taught, at least in their rudiments.

Austria is suffering more than almost any other country from the effects of the war and the University of Vienna is in great distress, it is reported.

Czecho-Slovakia has founded a labor academy to make possible full utilization of the technical abilities of the workers.

Russia is still under a cloud, so far as definite information is concerned, but news which educators would be glad to believe comes out occasionally, particularly in a series of articles by Lincoln Eyre in the *New York World*. There seems some evidence that teachers' pay has been considerably increased; that children are being given the best care the Soviet state can furnish and that the universities have opened their doors generally to workmen, peasants and housewives.

Spain, in view of the great interest that has developed in other countries in the study of the Spanish language, is making special efforts to aid foreigners in Spain to learn Spanish.

Norway and Sweden are much interested in the exchange of students with the United States and the American Scandinavian Foundation in New York is steadily increasing its work

in this respect. Peace movements are making much headway in Scandinavian educational circles. Scandinavian countries have had their teachers' pay problem. Denmark has increased the pay of teachers 69 per cent and Norway 83 to 156 per cent, according to the number of dependents. In Denmark an interesting movement in education is that sponsored by L. Mortensen, who, like many other Scandinavian scholars, has reached the conclusion that the war wrought the collapse of modern culture and who advances an idea for an entirely new type of school, one which primarily shall endeavor to build character.

India may eventually have universities in Benares, Agra, Lucknow, Allahabad and Aligarh, according to Sir Harcourt Butler, who hopes for a wide expansion of educational activities. Science in particular is receiving much attention in India.

China, during 1920, sent to the United States a delegation of visitors representing Chinese educational institutions and aims to develop, from study of education in this and other countries, a scheme of education adapted to Chinese needs. Agriculture will be featured, but China's industrial progress is leading to great interest in industrial and commercial education.

WHAT THE COLLEGES ARE DOING

College activities since the war have been marked by a number of important developments, first of which may be placed, by general consent of educators and administrators, the greatly increased attendance. Second, without much doubt, comes the financial problem of the colleges and universities, involving such preparations as are necessary to meet the demands of the expanding student bodies and the requirements of faculty members for a suitable living. Some interesting tendencies among the students have appeared in the after war period. Young men are cultivating the "practical" rather too assiduously, in the opinion of some authorities. College professors themselves are critically studying their own methods more seriously than in the past. Instead of assuming that teaching is a profession, they are taking steps—through movements to improve teaching standards and the like—actually to make it a profession. The junior college movement is another indication of the tendency to meet present day conditions.

COLLEGE ENROLLMENT

The past two years have witnessed greatly increased attendance at the colleges and universities, a marked reaction from the falling off in attendance during the war. In the fall of 1917 there were ten thousand fewer students entering the colleges than in 1915. In 1919 the average increase in new enrollment for colleges throughout the country over the enrollment of 1915 was 58.7 per cent, which represented an increase of 14.3 per cent over the normal year 1913. In 1920 the colleges are assured a record attendance in every department. Some of them were obliged to close their lists of enrollment before the opening date. In others the dormitories were early filled and in view of the general housing shortage there was no place for incoming students to live.

A greater appreciation of the value of a college education has come out of our war experience and spread among the masses. Moreover, the general prosperity is enabling many to undertake a college course who could not previously have done so. Though college tuition fees have been raised, the expense of a college education is one of the few things that has not kept pace with other soaring costs.

This enormous increase in attendance is the outstanding development of the colleges since the war, Dr. George F. Zook, specialist of higher education in the United States Bureau of

Education, points out in a recent report. The smaller colleges have increased by the larger percentages, but for the nation as a whole the rush to the seats of learning has been so notable that college enrollment in 1920 is 25 per cent greater than in 1917. Formerly the rate of increase was about 50 per cent for 10 years and that may be considered normal for pre-war times.

Statistics of freshman class enrollments compiled by the *Harvard Bulletin* in the fall of 1919 showed a decrease in the enrollment over the normal year of 1913, for the older universities, Harvard, Yale and Princeton respectively of 10.6, 4.3 and .4 per cent. On the other hand the state universities showed an increase of 98.5 per cent. In the Middle West the average increase for all colleges and universities was 90.8, while in the far western colleges it was 126.2 per cent. In the coeducational colleges there was an increase of 89.2 per cent. The University of Minnesota in 1919 had a student body 60 per cent greater than ever before and the University of Detroit, a smaller municipal institution, showed an even more remarkable increase.

So great has been the pressure on Leland Stanford that it has been obliged to restrict the admission of new men students to five hundred a year and to limit the number of women students who are given instruction to five hundred.

Women have flocked to the colleges everywhere, and the present abnormal increase in attendance is probably largely due to their evident feeling that if woman's place is in the home, it is no less in a number of other localities and institutions. The constantly growing number of girls in the colleges, the depletion of the teaching profession through the desire of teachers to get a living wage and the adaptation in the field of education of the well established industrial doctrine that women ought to be employed wherever possible because they will work cheaper than men, are causes that will probably lead to an increasing proportion of women teachers in institutions of higher learning. But the probability that any permanent financial economies can be effected by employing women in preference to men is not very bright. The discovery by the nation as a whole that women are people will have its influence, but a more direct influence will probably be exerted by the discovery, now being made by the teachers themselves, that they are working people and that there appear to be good grounds for the supposition that the same amount and character of work should call for the same amount of pay, whether the worker happens to be a graduate of Harvard or of Bryn Mawr.

Before the recent unprecedented increases in student en-

rollment, it had been found that higher education was constantly growing more expensive. While the general increase in the number of students for a decade, for example, was 49.7 per cent, the increase in the total income from all sources of the collegiate institutions was 113.8 per cent. Funds advanced by the state and federal governments to the colleges were much larger at the end of the decade and tuition fees had also increased greatly. Naturally the private institutions did not fare so well as those in a position to receive state support, and even before the period of greatest wartime inflation, larger endowment funds were generally needed.

THE COST OF A COLLEGE DEGREE

The colleges and universities generally have been obliged to advance their tuition fees to help meet the rising costs of operation and administration. The cost of living to the average undergraduate has probably not advanced to the same extent that it has in the outer world, for in colleges and universities there are various eleemosynary ways of alleviating economic pressure. However, the cost of a four year college course has notably increased.

The *Yale News* in the spring of 1920 sought information from the presidents of the leading colleges and universities throughout the country as to the average expenditures of students in the different colleges. Most of the presidents replied wisely, without perhaps knowing much about it, and from the figures received the *Yale News* concludes that at Harvard, Yale, Princeton, Columbia, California, Colgate and other universities, the average student with average standards of living must count on spending $900 a year. The minimum at Yale was placed at $769, at Princeton at $626, at Syracuse $500, at Harvard $700. Of course such figures cannot have any final significance to one who knows intimately how undergraduates really live.

An acting Dean at Cambridge maintains that "any expenditure beyond $1500 would be not merely unnecessary expense, but might well be an undesirable expense." The information gathered and the *Yale News*' conclusions lead us to believe that the average cost of a college degree is pretty close to $4000.

COLLEGE FINANCES

Perhaps the most general and characteristic activity of the colleges in 1920 is the effort to adapt themselves to the new economic conditions to which the war has given rise. The great inflation of currency, with resultant depreciation in the value of the dollar and the omnipresent "high cost of living"

have had their reflexes in the endowment campaigns now being conducted almost without exception by the colleges and universities of the country. Inflation and war profits have operated mainly to the advantage of the business classes, as against the wage worker and the salaried man. The wage worker, if he is organized, is able in some measure to protect himself; he can in some instances, if his organization is sufficiently strong, even force the money wage up to the point where his real wage is almost as high as in 1914. The shoe workers and garment workers, among the most strongly organized groups, have not, as a whole, been able to do this, and official figures indicate that whereas living costs have advanced about 100 per cent since 1914 in the United States, wages have gone up considerably less, even in the organized trades.

If the organized worker is unable to meet mounting costs, how much more helpless is the unorganized worker; and the salaried man's position is worst of all. There is competition for labor, even in the unorganized trades, because there has been practically no immigration worth mentioning for five years. But among salaried men the greatest difficulty has been experienced in keeping up with prices, and teachers are least able, economically, to help themselves. They are engaged in a profession where salaries can be changed only with considerable difficulty, because of the necessity for legislative action, increasing the tax rate, or increasing endowment resources. Therefore, it is not astonishing that they have been leaving, in large numbers, a profession that can for the present offer only small financial inducements.

Added to the need of endowments for paying teachers is the need of extending college facilities through new construction. Practically every institution needs new buildings and equipment to meet the new demands upon them, because the war held up normal construction and the uncommonly high prices now are deterring building.

The seriousness of the situation is amply realized by the institutions of higher learning and their alumni have rallied to their support and have instituted "drives" for added endowment. The sums sought in these campaigns range from a few hundred thousands to the $5,000,000 campaign of Cornell and the $15,250,000 endowment campaign of Harvard. The alumnæ of the women's colleges have proved themselves at least equals in this game. Smith College is reported to have raised its $4,000,000 fund, in part, by direct appeal to the 1,000,000 Smiths in the country. Mount Holyoke has set the mark at $3,000,000 and Bryn Mawr and Barnard are seeking similar sums.

The aggregate amount sought in these endowment drives for the colleges and preparatory schools has been estimated at $180,000,000. On the whole, the "drives" for funds are meeting considerable success, in spite of the superfluity of drives during the war and the continuous drives of butcher, baker and rent profiteer on the public. Generous gifts have been made by men who have achieved business success, though many of these benefactors themselves never had the advantages of higher education. The endowment funds are for the most part from 50 to 60 per cent raised and it seems likely that college professors will for a little while longer be saved from a descent to the low economic status of the country clergy.

The trustees of the University of Pennsylvania offer a program for maintenance of universities that may be helpful generally. "We must avoid," they say, "the assumption that the cost of maintenance can be cut down. The only remedy is to put the income up." They also counsel against the assumption that the effort to get money for maintenance will interfere with raising funds for permanent improvement; the two always go together, the trustees contend. They deny, furthermore, that appeals to the people for aid should be discountenanced; on the contrary, they hold that the appeal to the public should be continuous. Men were never so ready as now, they assert, to put money to good uses, nor were universities ever more worthy of the gifts of good citizens.

The Carnegie Foundation for the Advancement of Teaching, in connection with the endowment campaigns of a number of universities and colleges, issued a statement calling upon those institutions to "take stock of themselves before appealing to the public for new funds on an enormous scale." The Foundation's attitude was that the universities, in their ill-advised rivalry, were each trying to cover the entire field of human knowledge and that in consequence quantity was emphasized rather than quality. "Imitation research," the Foundation criticism contended, was too prevalent and too many important branches of study were "taught by ill prepared and ill paid teachers." The general reaction to this observation by the Carnegie Foundation was, so far as educators were concerned, that the charges against the universities should be made more specific, in order that, if in definite instances such conditions existed, they might be pointed out and the remedies indicated.

It is interesting to note that "college planning" is receiving more consideration than ever before and that colleges and universities generally are devoting themselves to devising a comprehensive and progressive plan of improvement, rather

than making improvements at random, as funds happen to become available.

The University of California, in its increased salary scale for faculty members, probably represents fairly well the prevailing standards of the larger institutions. Professors receive from $4000 to $8000 a year, associate professors $3000 to $4000, assistant professors $2700 to $2900 and instructors $1800 to $2400, according to length of service. The new salary scale at Yale gives full time instructors $1500 to $3000, and assistant professors $3000 to $4500. Columbia is seeking to establish a somewhat higher scale—for full professors $6000 to $8000, assistant professors $3000 to $3600 and instructors $2000 to $2400.

Harvard University, in planning its endowment campaign, did something probably never attempted before by any American institution of its character, in calling back to Cambridge a number of graduates, many of them out of college twenty-five years or more, for a special summer course of three or four days in university problems. In this course the needs of Harvard were ably set forth; opportunity was given for the inspection of the equipment available and for discussion of new equipment thought to be needed, and, in short, the whole subject of the fund in all its aspects was thoroughly canvassed. The "summer school" proved so successful in bringing the alumni into touch with the university's life that a considerable stimulus was given to the endowment campaign.

THE VOGUE OF ENGINEERING

Presidents of the leading colleges and universities in their reports dwell upon one point which indicates perhaps better than almost anything else the hold the machine civilization has gained upon the United States. The great demand nowadays among young men entering college is for technical education. They are turning to engineering studies to a greater extent than ever before. The only thing comparable to this tendency toward the engineering subjects is the interest awakened since the war in agriculture.

Study of the recent presidents' reports indicates that there are college executives prompt to follow the popular sentiment of the moment who are devoting their energies toward raising funds for new science buildings and laboratories, which are of course quite necessary, but that liberal education is in a fair way to be neglected. A few, however, are sounding a warning that applied science must not be made a fetish, to the neglect of abstract science. There is undoubtedly a demand for young men who can do technical jobs in a "scientific" manner, without much regard to the possibility that they

may not, after all, really understand the principles whereby they are enabled to do them. Science may be slurred over in order that the "practical" aspect of technical processes may be undertaken at once.

Elmer Ellsworth Brown, chancellor of New York University, in his annual report, cites the dangers of this tendency and of the neglect of the liberal studies that go to make up general culture. The cost of university instruction will be increased, he shows, by the increasing demand for laboratory instruction, and that is quite right and proper. Laboratory instruction is essential in science and should be made as adequate as possible. But the demand for applied science must not be such as to leave science out; there must be thoroughness of preparation. Universities must also, he points out, have equipment in these times of change and stress for the widest study and research in public affairs, notably the relations of business and labor to the public and the modern international psychology.

"Our students and our public are far less interested than ever before in what is regarded as the education of a gentleman of leisure," he writes. "Those who see in our traditional general culture something more than a means of finishing off a dinner companion will find that these subjects must be taught with thoroughness or they will fall into undeserved disparagement and neglect. Philosophy and history, the languages and literatures of our historic civilization, can less than ever be forced upon our students, but they are still strong meat for men who are to play large rôles in our national life and they must not be permitted to fall into general decay."

Jacob Gould Schurman, ex-president of Cornell University, also contends for the necessity for liberal scholarship and urges the bearing upon this matter of the financial condition of the colleges. "What is at stake in this matter of professorial salaries," he says, "is nothing less than the future of American civilization."

Contrary to what is perhaps the prevailing opinion, Dr. Zook's information does not indicate that engineering schools and mining schools are having all the best of it in the revival of learning. He believes that colleges of liberal arts are faring best of all. Reconciliation of these divergent views is perhaps possible on the assumption that men are taking up engineering while the influx of women students goes largely to the colleges of liberal arts. Dr. Zook agrees the engineering and mining schools are doing better than the classic professions of law and medicine and that divinity schools for years have been hopelessly out of the running in the competition for students.

The number of young men and women who are preparing themselves for future positions on the supreme bench has apparently declined relatively to the number who are out for other jobs—probably because it is fairly well realized now that the legal profession is about loaded to capacity. The number preparing for careers in medicine has apparently declined absolutely as compared with pre-war figures, but for a different reason. The standards required nowadays for one who would prescribe for snake bite have been lifted so high that the average young man who might in the past have sought to qualify under the laws regulating medicine and the Volstead Act are disposed to remark that they are not going to sell themselves into slavery for the next seven or eight years, and instead they go in for foreign trade or advertising. However, this condition is leading to a shortage in the profession, with the result that fees of first class physicians are going up so fast as to indicate that the whole profession may soon move out of the ranks of the public and into the plutocracy. A few years from now medicine will probably be highly remunerative for those who can survive the apprenticeship.

THE R.O.T.C.

College presidents' reports seem to indicate that military training is not very popular at this time. Most of the present students served during the war and many were held in service long after the Armistice and had a sufficient military experience to last them for a long time. President Lowell says that the freshmen have been reluctant to enter military units because the upper class men did not set the example. However, both President Lowell and President Hadley express gratification that a fair enrollment has been obtained in military units and expect that a larger measure of success will be obtained in the future, when the war's effects have worn off.

At Wesleyan University, in Connecticut, a definite decision against military training was taken. It was held that the essence of a college education is liberty and the essence of military training discipline. Both were valuable, but the Wesleyan authorities felt that they were not compatible and that instruction along these lines should be separate and distinct.

There are 142 colleges and universities which have Reserve Officers' Training Corps. About 50 of these, mostly land grant colleges, are required by law to give military training. Several of the colleges have engineering or signal units and three have ordnance departments.

There are also junior R.O.T.C.'s in 107 secondary schools

including 30 military schools, 40 public high schools and 10 private high schools, and the number of students receiving military training is slightly greater in the secondary schools than in the colleges. On the whole, the secondary school boys seem to take to military drill more readily than the college men.

Revived interest in physical training, as President Garfield of Williams points out, is sweeping through the country, quite apart from the effort to institute military training in colleges and universities, and eventually physical training may supplant the drill in many places. At Harvard and Yale, as the reports of the presidents frankly admit, there has been little enthusiasm in the student body for military training.

THE COLLEGE PRESIDENCIES

Never at one period have there been so many changes in the college presidencies. The resignation of Presidents Hadley of Yale, Schurman of Cornell and many others has left positions difficult to fill. A score of colleges have within the twelve-month installed new presidents.

Marion L. Burton has just been inaugurated president of the University of Michigan, the third college presidency he has occupied within five years. David P. Barrows has just succeeded Benjamin I. Wheeler, for twenty years president of the University of California. Pennsylvania, Minnesota, Wisconsin, Cincinnati and Northwestern universities, Bates, Reed, Allegheny, Delaware and Pennsylvania State Colleges and others, have inaugurated or are seeking new presidents.

The *Educational Review*, June, 1920, editorially discussing these vacancies in college presidencies, remarks: "At best . . . the office of a university president is one of the most exacting in the world. The incumbent . . . if he is broad and cultured, may yet lack in sympathy and tact, and possessing all these qualifications, he may fail as a public speaker, a 'mixer,' or a good money raiser, or worst of all, he may be found wanting in courage. An educator who recently made a careful investigation has declared that three fourths of the faculties in this country feel that their institutions would profit by a change of administration and the charge of vacillation, opportunism and downright lying against college presidents in general is only too common." The *Review* adds, quoting an earlier editorial: "It would be well for boards of trustees to realize that the supposition that a merely successful business man can develop into a satisfactory college president is nonsense. No university can be run on business principles any more than a business can be run on university principles." It is pointed out that "business methods have debauched and are debauching politics on every hand, and the treasure house of education

must be protected from their inroads at all hazards. . . . The typical business man cannot, in the nature of the case, be successful in such a post. His standards of success are the reverse of educational."

COLLEGE IDEALS

What are "college ideals"? In educational circles few subjects gain wider discussion, most of it distinguished for nothing more than its platitudinous character. Dr. Alexander Meiklejohn, president of Amherst College, has perhaps set out the problem in its baldest and most thought compelling form. "Thousands of young men and women," he says, "leave the colleges every year, inspired with a passion for service—but without the slightest conception of what service means. Thousands have the desire to do something worth while, but they never have had any way of finding out what is worth while and what is not." Youth is proverbially sympathetic and generous. Dr. Meiklejohn's criticism is probably just; college men want to be of service to the community, but few of them really know how.

A rather bitter little satire by E. W. Parmalee in *The New Republic*, develops this thought. Citing the strenuous efforts of the hypothetical college of Harvale to make itself self-supporting, he tells how an expert was called in who diagnosed the situation, after inquiry, as due to a "lack of business psychology." "Boys came to college to be 'in college,'" the expert contended; they were willing to pay high for the privilege. Consequently he devised a sliding scale of tuition fees whereby students whose rank was above 90 paid nothing, those between 80 and 90 paid $100 a year and drastic fines were inflicted for low standing, until those who ranked below 20 per cent must pay $20,000 a year. This plan, it is alleged, proved highly satisfactory, financially and otherwise.

In a more serious vein Dr. A. Lawrence Lowell contends that a college degree should not mean merely that students have spent four years in the classic shades of some institution, but that they have attained some degree of intellectual power; that the degree should be in effect a certificate of ability. Dr. Lowell points out the tendency of students to choose "cinch" courses, as children choose ice cream and macaroons in preference to more substantial fare, and the lack of any sincere intellectual interest by many undergraduates who adopt this policy. It is Dr. Lowell's view that the university is concerned with the welfare of the community and of the individual, and that it should furnish leadership in the solution of the great problems of modern life. Clear thinking, a broad and kindly outlook on life—what Dr. Laski refers to as humanization—are his ideas of the need of university men.

The feeling is growing that orthodox "education" lacks something vital; that the "educated" man may be supremely ignorant and that the common welfare cannot safely be trusted to men who are merely "educated." Attention is being drawn to the faulty and inadequate nature of the teaching of economics and civics in American schools and colleges the subjects of greatest importance to human welfare are presented merely as adjuncts to a specific business or political system, except to the few who are able to specialize deeply in those fields and even then results are not always and uniformly satisfactory.

M. L. Burton, former president of the University of Minnesota, has presented one of the most thoughtful analyses of the situation affecting the world of higher education at the present time. He calls for emphasis on accuracy and thoroughness in scholarship, citing English comments that American Rhodes scholars at Oxford are, in the English opinion, incapable of "hard grinding" or intense application to their work. He also feels that there should be "less machinery, less externality, less counting of units" in college administration; that the aim should be rather to "help in the process of becoming virile, wholesome human beings, thoroughly alive and all aglow with the passion for service.

"Furthermore the student of the new day must be brought as fully and completely as possible into a sympathetic understanding and appreciation of the distinctive movements and regnant ideas of our time. . . . The situation in America is critical. No educated man of the next few years can escape this question. He simply must understand the labor movement and be in a position to interpret the various proposals for the establishment of an industrial democracy." A full understanding of international relationships he also considers vital for the new time.

AN UNDERGRADUATE VIEW

"What's the Matter with Harvard?" was the prize winning essay in the *Harvard Advocate* contest, won by Russell Chapin, Harvard '21. This clear visioned sophomore approaches his subject with a freshness and naïveté quite foreign to the academic attitude of sophistication. The essay attracted much attention and was widely copied in the press, and rather superciliously commented upon by the editorial writers.

"If at the end of four years," he says, "a college graduate has not built up a set of standards, or acquired the habit of dissecting and weighing the forces in the world about him, with the purpose of erecting some standards that will serve him as the basis of a philosophy of life, he has not been educated."

Harvard relies upon the lecture course with section meetings and an examination system, all of which "stretch the memory," but do they develop the capacity to think? The "Widow" Nolan has copied "in miniature the Harvard system of instruction and rendered it a hundred times more efficient. What it takes four months for the college to teach, he teaches in two days, using the same method."

The system trains the memory to hold multitudinous facts for short periods until the examination is over. "The university has made the mistake of believing the opinions of its faculty are in themselves of educational value." In short, Harvard, he contends, makes no effort to cultivate a scientific attitude of mind. This criticism, of course, applies equally to other universities.

The undergraduate point of view is seldom put in evidence or even desired, and Mr. Chapin's contribution is valuable for that reason, apart from the suggestions he offers. His solution involves the relief of "the stretched memory" by abolishing compulsory attendance at lectures, reducing the number of tests and making personal contact between students and instructors a reality. The lectures, if they were interesting, could safely be left to voluntary attendance, he believes. In order to train men to think they must have time, opportunity and incentive. Men cannot be taught to think by merely teaching them what has been thought.

ACADEMIC FREEDOM

There can be no university education worthy of respect without freedom—freedom to seek the truth, however it may run counter to belief and prejudice, and to make the truth known. A generation ago college presidents and trustees harried and persecuted professors suspected of heresy in their theological views.

"At the present time most questions of academic freedom concern the teaching of economic and social subjects." The Committee on Academic Freedom of the American Association of University Professors states: "Moreover, in all such cases the pressure comes from one side only; no teacher was ever persecuted for exhibiting the perfections of the existing economic order."

The autocratic structure of college organization is overshadowed by the economic views of its largest contributors. "Every American college," writes H. J. Laski, formerly of Harvard, now of London University, in the *Manchester Guardian*, "is a hierarchy of grades, and promotion, with the increase of salary dependent thereon, is a function of several complex variables. The amount of printed matter, the social

prestige, the 'safeness of view,' the ability to handle large classes, administrative capacity, all these enter into that difficult equation. The result is that when a teacher first attains his full professorship the instinct for original work has too often gone. The energy which should have made him a great teacher has been whittled away in securing the favor of the authorities."

Like the church, political parties or almost any other form of organization built up by man, the college has the tendency to become institutionalized; the end is subordinated to the means. In some institutions it has been no secret that rigid control is maintained over the opinions of faculty members. Columbia University and the University of Montana have become particularly notable for their intolerant attitude toward professors of liberal views.

At Harvard, on the other hand, liberal attitude has been maintained toward freedom of speech. The writer of the articles, "New England as Seen by a Washingtonian," in the *Journal of Education*, calls attention to this and thus explains it.

"In the first place the progressives have at last got a representative on the corporation who dares to think for himself and not as the ruling caste want him to. In the second place, much as President Lowell dislikes radicalism, he will not see injustice done to radicals on the faculty or among the students." The article recalls that when it was threatened that gifts would be withheld unless an instructor, whose views were anathema to certain powerful interests, were dismissed, President Lowell declared that if the instructor were to be driven out because he spoke and thought freely, he himself would go.

"Harvard's relative superiority over Yale in this detail of university adjustment to burning issues," the Washingtonian continues, "is because Boston is the center of a Harvard Liberal Club that does not hesitate to challenge the university's policy and discusses the very most current political and social themes. It recently marshaled at one of its dinners, when the issue of free speech was discussed, persons no less eminent than Judge Anderson of the Federal Circuit Court; Rev. Samuel Crothers, eminent as an essayist and divine, and J. Randolph Coolidge, an architect of more than local renown."

"COLLEGES" AND "UNIVERSITIES"

"A reliable list of colleges of arts and sciences which has been approved by some competent standardizing agency," asserts Dr. N. P. Colwell in his review of medical education for the "Biennial Survey of Education" just issued by the

Bureau of Education, is "the most imperative present need in medical education in the United States."

There are a thousand or more institutions in the country bearing the name of "college" or "university." Some of them are entirely lacking in educational merit. "Universities" will be found described in this Handbook in which the greater part of the enrollment is in the primary grades and less than 10 per cent of the enrollment is in the high school grades. Private institutions giving instruction of secondary grade are regularly listed in this Handbook, but many of the "colleges" and "universities" so included object strenuously to inclusion in a publication devoted to secondary schools like Hill and Exeter. Often protesting that they are "standard colleges" they sometimes threaten legal action for asserting that they are not.

"Prospective college students at present," further remarks Dr. Colwell, "have no reliable list to guide them in the selection of a college. They are frequently at the mercy of those who insert pretentious advertisements in popular magazines or flood the mails with circulars setting forth in glowing terms the merits of their respective schools when, as a matter of fact, such schools may have no moral right to be referred to as educational institutions."

The American college has no counterpart outside the United States. The distinction between "colleges" and "universities" has never been closely drawn. Dartmouth still adheres to the term college although its departments fully entitle it to style itself a university. The confusion in the use of the terms is in part due to the difficulty in making changes in the charter and legal designation.

Partial lists of approved colleges have been established by the Association of the American Universities, which includes in its exclusive membership only about thirty, and by the Association of American Colleges, which includes something over one hundred.

Then there are local associations, like the North Central Association of Colleges and Preparatory Schools and the similar association for the schools in the Southern States, which pass on the standards of the so called colleges. Membership in these associations is eagerly sought by and frequently refused to the doubtful "colleges" and "universities" until they have made improvements.

The political influence of the minor colleges of inferior rank and the pressure they can exert will doubtless prevent for a long time any governmental agency attempting to grade the colleges, as did Dr. Babcock some dozen years ago in his ill fated and suppressed list. But the need will continue to exist until some fearless and independent private agency undertakes the task.

A NATIONAL UNIVERSITY

Franklin K. Lane, in his last report to the President, before resigning his office as Secretary of the Interior, urged a new kind of university for the nation's capital. It would be unlike Harvard or Yale or the great state universities. It would have no faculty and no fixed terms, but experts in various fields of learning and research would give courses of lectures that would attract those interested. The government in this way would stand sponsor for the dissemination throughout the country of the results of research and specialized information. The beginning might be in a small way at reasonable cost and the facilities increased as the project developed.

"There should be some place into which the thought of America and of the world would head," his report contended. "The greatest things done by our people are not the expressions of government but the expression of the adventuring mind to which liberty gives opportunity and occasion gives challenge. Our people are seeking for solutions of problems of every kind and some are finding such solutions. But they have no universal ear into which to speak." Such a university would greatly stimulate a national understanding of the problems of the day.

Some of the state universities, notably Wisconsin and California, have for some years endeavored to make themselves useful to a larger public outside. President Barrows of the University of California, in his first address to the students, emphasized as the second most important function of the university after teaching its students the desirability of the university projecting itself beyond the campus and offering its services to the people of the state. For those who cannot come to the university, the university must go to them, he said.

There is a growing recognition of the university's opportunity for public service, and Chicago, Yale and Princeton, in limited ways, are endeavoring to meet it. Some of the state universities and agricultural colleges in the Middle West are endeavoring to counteract the drift of young people from country to city by extension work and lectures in the agricultural communities, and correspondence courses offered freely to the farming population.

THE GRADUATE SCHOOLS OF EDUCATION

Harvard got the jump on Yale in announcing a Graduate School of Education. In 1893 when President Eliot called Professor Hanus from Colorado to teach teaching, the whole project was viewed askance, especially by college professors,

but Professor Hanus was tolerantly sheltered under the wing of the Department of Philosophy and he created a department. But more fertile soil for the subject was found at Columbia and elsewhere where useful departments have since grown up. Teachers College of Columbia has perhaps produced a more profound effect on education in this country than any other single institution. Its annual budget now totals a million and a quarter.

The Harvard school starts out with an endowment of two million, the nest egg for which was provided by the golden goose, Rockefeller, the balance coming from the proceeds of the alumni drive. Professor Hanus stands aside because, it is rumored, he and President Lowell have not developed perfect team play, and Professor H. W. Holmes becomes head of the department.

Yale establishes its new department of education with a dynamic head, Frank E. Spaulding, who successively in Newton, Minneapolis, Cleveland and with the A.E.F. has done creative and inspiring work on a large scale. He brings with him to Yale its first woman professor, Mrs. Bryce, who has been his first assistant in the three successive positions he has occupied.

Spaulding and Mrs. Bryce at Cleveland had built up a great Summer School of Education, to which at its last session there came 1185 teachers in service from 31 states and from foreign countries. It is significant that Yale has chosen "a man from the great democratic public school system, a man whose administrative qualities have been tested and proved, not only by high urban positions but by his work in France," says the *Journal of Education*, "a thinker and innovator; and that is what Yale desperately needs." Practical cooperation between the new Yale school and the Connecticut State Board of Education is expected to be highly productive.

At the University of California, progress is being made toward the establishment of a bureau of research in education, whose objects will be to aid in the solution of educational problems, to develop educational specialists, to make available such information as is at hand for those seeking to make studies or surveys in the field and to publish the results of the researches so far as they are of public interest.

Boston University, serving intimately the community, has also built up within a few years a great School of Education which meets the immediate needs of those who resort to it.

THE TUTORIAL SYSTEM

Beginning with this year candidates for degrees at Harvard College will have to pass general examinations at the close of

the year before taking their degrees in the field in which they have concentrated. Each student will have periodic conferences with a tutor who will guide him in his preparation for the general examination. This plan has already been in operation for some years in the departments of history, government and economics and was perhaps inspired in a general way by the success of the tutorial plan at Princeton. While the purpose of this system is to help the student in finding himself intellectually, the undergraduate often feels that instead of gaining intellectual strength, he is being crammed for the general examination.

In his trenchant article on "English and American Universities," in the *Manchester Guardian*, Mr. H. J. Laski writes: "Harvard and Princeton alone have made some effort to adopt the tutorial system of Oxford and Cambridge; and Harvard is at present by itself in exacting a general test of ability like the Oxford 'schools' at the end of undergraduate life." He contends that the American university man has a wider range of facts at his disposal than the Englishman, but that his thinking apparatus is less keenly trained. "He is so hampered by the number of lectures he must attend that he has little time for independent thought."

PROFESSOR HADLEY'S "HALF-TIME PROFESSORS"

Professor Hadley, in a recent address to the Yale alumni, advocated half-time professors. He said: "The teaching profession in every grade is today undermanned. . . . The public during the last few years has appreciated college professors so highly that it has drafted a great many of the best of them into government service." He suggested "the development of a system of part time professorships, whereby men can do teaching and outside work at the same time."

On the continent this method is much more in effect. It enables the economic world to support the professor and rewards him for his eminence by affording him an opportunity to teach. It keeps the students in contact with men who are doing real things and with the real world. The application of this principle might go much further. By reducing professors' salaries to the vanishing point and inviting men of affairs to give short courses of lectures on the subjects in which they have done constructive work, not only would the teaching be vitalized, but those professors who merely hold down their jobs would gradually relinquish them. The greatest creative minds would be drawn to teaching for the honor of the thing and university teaching and the economic problems of the university in part solved.

PRINCETON'S CONTINUATION SCHOOL

President Hibben announces the inauguration of a plan by which the alumni of that institution may be further educated. The proposal is that stenographic reports of certain lectures by Princeton teachers, selected from among those which embody the results of research or which have particular timeliness because of their relation to current events, shall be printed with a short bibliography and sent out to the alumni.

UNIVERSITY VARIA

At Yale the spirit of change has worked perhaps as actively as at any of the older universities. The entire freshman year has been reorganized and Shefs and college freshmen have been brought under the direction of a Dean of Freshmen. To this position a psychologist, Dr. Roswell B. Angier has been appointed. Yale's great Sperry bequest of $18,000,000 is permitting it to embark upon many new features without resorting to the contemporary alumni drive.

Harvard has announced a new pension plan, a system of retiring allowances. Ten per cent of the salary of each member of the faculty will be retained each year by the university, to be invested and applied to the purchase of an annuity for him. Participation in this plan will be required of all teachers appointed after September, 1920, though exemption may be made for those who have the benefit of the Carnegie pension system or similar protection. Teachers appointed during the previous five years may participate if they wish. Some such arrangement was made necessary through the modification of the Carnegie pension system, upon which the university has previously largely depended.

At Barnard College a chair of citizenship has been established, in memory of Dr. Anna Howard Shaw, the suffrage pioneer. The purpose of the movement to establish the chair, for which a fund of $100,000 will be raised, is to aid in the political education of women.

Clark University and Clark College have been united under the presidency of Wallace G. Atwood, for a number of years Professor of Geography at Harvard University. The university was established solely as an institution for research and the college was opened some years later to meet the immediate needs that presented themselves.

Antioch College, Yellow Springs, Ohio, is being reorganized under the presidency of Arthur E. Morgan, a civil engineer and the instigator of the Moraine Park School. Mr. Morgan undertakes his task with creative imagination and the practical viewpoint of the engineer who has to deal with materials as

they are. The plan is an innovation in college organization. The college program will be so arranged that each student will be self-supporting, dividing his time between college studies and remunerative work. This will afford training not only in academic studies but in practical experience, preparing each for the immediate winning of a livelihood. The traditional cleavage between cultural and practical standards will be eliminated. As Antioch is within a short distance of a great number of growing manufacturing plants, all of which are in need of trained labor, this plan offers great opportunities in this particular locality. Already forty of the manufacturers of Springfield have agreed to employ Antioch students.

President Barrows of the University of California enters upon his new task with realization of its magnitude. He says, "California carries the biggest teaching load of any institution in the world, attempting to give higher instruction to 10,000. Three or four years from now we will have 14,000." The University of California has worked out a plan for exchange professorships with Chile and there is the possibility that this system of exchanges may grow to include Spain, Mexico and other countries.

THE PRIVATE SCHOOLS, 1919-20

There were in the United States in 1917–18 according to the latest figures made available by the United States Bureau of Education, 2058 private schools of secondary grade. In this edition of the Handbook some 2000 schools are included, but a small number of these do not carry their instruction through the secondary grades and a still larger number of special schools do not give regular secondary courses. While during the last year a number of private schools, as usual, have ended their existence, a still greater number of new ones have been organized.

THE INCREASED ENROLLMENT

The last two years has been a period of prosperity for the private schools. The pressure for enrollment in the military schools during the war that overtaxed their capacity, has since turned to the private college preparatory schools. The increased demand on the private schools of course has been due chiefly to the great prosperity of the country. Families who formerly sent their children without question to the public schools have found it easily possible to pay the private school tuition. Moreover, the unwise publicity that has been given the matter of teachers' pay has rather emphasized the fact in the minds of parents that the public schools were poorly served.

The *New England Journal of Education* comments on this matter as follows: "As long as private schools can make parents believe that they have only well equipped teachers, while the friends of the public schools emphasize the fact that the public school teachers are underfed, poorly clothed, cannot have a dentist, cannot buy books, have to take in washing at night to eke out a living, etc., the private schools are sure to thrive. . . . A public school woman principal with a $4000 salary was recently offered nearly double that salary if she would let the wealthy men and women of the city establish, regardless of cost, a private school in that city, she to have only high salaried teachers and the best imaginable equipment. A woman supervisor with what was regarded as a high salary for a public school teacher in a city of 100,000 population has become principal of a private school, adequately financed, at a salary practically double that which she had in the public school position."

THE PREP SCHOOL DRIVES

But while increased enrollment has brought prosperity to the proprietary schools it has resulted in embarrassment for

many of the older endowed institutions whose income has not kept pace with the demands made upon it. Some of these schools have been obliged to turn away hundreds of applicants and to restrict their enrollment.

The high cost of everything has practically doubled the expense of operation, and even with such increases as have been granted in teachers' salaries great numbers have withdrawn to enter upon new fields that yield larger incomes. The war temporarily gave many of these teachers an opportunity to show their ability in an administrative capacity, and many teachers of chemistry and physics who were getting less than $2000 are now in industrial establishments receiving $10,000 or more.

The situation made it imperative that the alumni and trustees of the preparatory schools increase their financial resources. The logical and obvious remedy would seem to have been to increase the tuition fees and this the schools have been forced to do each year for the last several years. In fact the remedy has been all too liberally applied. At St. Paul's, for example, an increase has already been made nine times so that the fee which in 1856 was $200 is today $1200. While these charges cover only a part of the actual cost of operation the increase has the unfortunate effect of narrowly restricting the class from which the schools recruit their pupils. Few of these older institutions are willing to be known as schools exclusively for the wealthy, and to avoid the stigma they endeavor to keep the fee as low as may be and to offer full or partial scholarships to unusually capable and promising boys who come from families whose incomes do not run into five figures.

So the prep schools, like the universities, have been forced to inaugurate drives upon their already overgoaded supporters. Those earliest in the field have fared best. St. Paul's has raised the better part of $3,000,000. Andover in the spring passed the $2,000,000 mark and is looking for more. Exeter has raised over $1,000,000. Groton, Lawrenceville, St. Mark's, Milton, Wilbraham, Dummer and a score of others, with less publicity, in their more restricted circles have appealed for the support of their alumni. Kent, very quietly, has raised $80,000 among its supporters, putting it practically out of debt, with a fund accumulating toward a new dining hall.

The appeal to the alumni is generally based on the fact that their tuition did not pay the total cost of their education at the school and now is the time to make up the difference; that the school must have more income in order to hold its best teachers; that it must have more scholarships in order to give the school a democratic flavor.

The Hill School, for three generations a proprietary school in the Meigs family, has been reorganized and taken over by an association of the alumni, putting it on a permanent basis. Hereafter it will be controlled by a board of trustees made up of alumni, prominent educators and public spirited citizens interested in education. A guarantee fund of $1,000,000 has been raised by the alumni, which will make possible necessary additions to the plant, a greater number of scholarships and an increase in teachers' salaries without further increasing the tuition fee. Mr. Dwight R. Meigs and Mrs. John Meigs have pledged themselves to continue their relations with the school as in the past.

CHANGES IN THE SCHOOLS

New construction has generally been held up during the war and the demand for increased facilities and accommodation makes necessary in many of the schools a definite plan of expansion of plant or rebuilding. Exeter and Andover have raised funds for new buildings. Hotchkiss has long planned for a wholly new plant, and for some years a model of the proposed new buildings has been a conspicuous feature in the school corridors. Riverdale and Fessenden have during the year opened admirably adapted new buildings. The Newman and Massee schools, the Episcopal Academy of Philadelphia, the Lehman School of New York, Stamford Military Academy and others have met the need for enlarged facilities without building, by moving to new sites.

The organization of new country day schools and modern progressive schools goes on apace in progressive communities throughout the country. The Kingswood School of Hartford, organized a few years ago, has been incorporated, a new site secured and a thoroughly modern equipment planned. Utica has during the year organized a country day school which takes the place of three or four previously existing local schools. Shady Side Academy, a day school of Pittsburgh, has secured a new country site and is planning a splendid country day school.

In most of these movements interested and progressive citizens have taken the lead. In many other centers progressive mothers and fathers, not wholly satisfied with the schools available, are meeting in groups and laying plans to organize more modern and progressive schools. The success of the Park School in Baltimore, a citizens' enterprise, under the direction of Eugene R. Smith, has resulted in the establishment of a number of schools on a similar plan in other communities. The Pape School of Savannah has recently been reorganized on this plan. Similarly, the success of Arthur

Morgan's Moraine Park School at Dayton, Ohio, under the direction of Frank D. Slutz, has interested citizens in Columbus, Toledo and Grand Rapids to take measures to establish a school on similar lines in their communities.

Father Sill's success at the Kent School has already produced a considerable influence on other church schools. St. Paul's has, under the leadership of Dr. Drury, following the example of Father Sill, introduced a system of self-help whereby the boys share in the supervision of the dormitories, make their own beds, care for their own cubicles, thus reducing the cost for service and upkeep and getting some valuable training. St. Alban's, Ill., has been reorganized and modeled after the Kent School and the effect and influence of Father Sill's work may be seen at St. Stephen's and a number of other schools.

Church schools and other conservative preparatory schools have in the last few years broadened their curriculum quite materially, introducing more history and science, in some cases in each year of the course. Some manual training, too, has been introduced in many of these schools, following the lead of Groton where for some years much has been made of printing.

Dr. Drury of St. Paul's has this year sent out an interesting six page circular to prospective patrons of the school, in which he gives general advice to parents on the early training of their boys that they may be the better prepared for St. Paul's. Considering that its advice is specifically for St. Paul's, it shows a broad understanding of what early education should accomplish.

At Lawrenceville Dr. Mather A. Abbott, the new head master, has been taking a broad survey of his new field and traveled some thousands of miles to get acquainted with the alumni. Dr. Abbott frankly admits that he is "a radical in education" and with his clear sighted vision and restless vigor is not likely to accept things as they are. Already there have been stirrings at Lawrenceville and the next few years will witness the emergence and creation of a new Lawrenceville, sounder and broader in spirit and purpose.

CHANGES IN COLLEGE REQUIREMENTS

The college authorities very frankly do not know what they want. A few years ago they were very sure that it was necessary for a candidate for their institution of learning to have covered just this or that book and prescribed it with exactness. They are becoming much more apologetic in regard to such requirements as they do enforce, and the present year has witnessed a period of further experimentation. Harvard, Dartmouth and many other institutions have changed

very materially their requirements and the idea is gaining that the boy rather than the college is first to be considered.

Early in the academic year Shirley K. Kerns, head master of the Boston Country Day School, contributed a thoughtful communication to the *Harvard Bulletin* which stimulated an extended discussion. Mr. Kerns has carried in the catalog of his school bold condemnation of the college entrance plan. In his article he urged a reduction of 25 per cent in the number of units customarily demanded. The college entrance requirements are so exacting, Mr. Kerns believes, that the boy who hopes to pass them must spend nearly all his time on definitely required subjects. There are courses every boy would like to take and that most schools would like to give, but there isn't time for them if the boy is to get into college; he must be "poured into a common mold." Self-education, which many boys gain in ways of their own and individualism likewise must go by the board.

Mr. Kerns' criticism and constructive suggestion were widely commented on in the press and resulted in a flood of correspondence which filled the pages of the *Bulletin* for the ensuing several months. There was much criticism of the new plan in that it had failed to accomplish what had been hoped for it. The *Bulletin* editorially commented that it "has slipped a cog" somewhere.

George F. Fiske pointed out that as only four examinations must be taken under this plan, the last school year is often devoted simply to "cramming" in these subjects, because should the boy fail in one examination, he fails of admission. Therefore there is likely to be a "fierce concentration" on those subjects during the final year. Under the old plan students can take examinations serially and there is no undue strain in their senior school year. College Board examinations, Mr. Fiske contends, are not "fair and reasonable," for they are set by college professors who cannot get down to the school level. Professor Charles H. Grandgent, defending the college attitude, claimed that the idea of the four stated tests is merely to give a sample of the boy's work, the school record being taken as of chief importance, and that failure in one test does not mean automatic rejection at all.

In a later editorial the *Harvard Bulletin* inquired why President Lowell's report should show, for example, 79 per cent of college candidates passing American history examinations in one year and only 49 per cent the next. In one year three fourths passed solid geometry; in another year three fourths failed. The *Bulletin* took the ground that the candidates' brains are not so variable as that would imply and that consequently the fault is likely to lie with the marking. President

Lowell suggested regrading as a solution where marks generally run high or low; and this the *Bulletin* believes the most satisfactory method of meeting the situation.

It was largely due to this discussion and the interest aroused that the Faculty of Arts and Sciences at Harvard in April, 1920, voted that under the new plan the "equivalent of four years of study" be accepted and that in the case of exceptional students allowance be made for the omission of certain subjects. Under the old plan men whose records on examination are slightly defective will be admitted if their school record indicates readiness for college work and the number of units for admission will be reduced from 16½ to 15.

As a further wise concession to the schools, Mr. Henry Pennypacker, formerly head master of the Boston Latin School, was appointed to the chairmanship of the Committee on Admissions at Harvard. The *Boston Herald* commented on this editorially as "an event of more than ordinary significance in the educational world," in that it shows how colleges may solve the question of admission requirements in a way satisfactory both to themselves and to the schools. Admitting that it may be urged that admission examinations are designed to show whether a boy can do college work, the *Herald* remarks that "on the other hand it is not possible for any college to fix its requirements without regard whatsoever to the existing curricula of the schools," and considers it an ideal arrangement where the entrance requirements can be put in the hands of someone familiar with the problems of the schools and yet mindful of the necessity that college requirements be kept high.

Simplification of entrance requirements has also been undertaken at Dartmouth. Hereafter boys who rank consistently in the first fourth of their class in any school of certified grade, may enter Dartmouth without examination or conditions. The college will only require that he shall have taken a certain amount of English and mathematics. President Ernest N. Hopkins said of the new plan: "The requirements for entrance to the American colleges have long been subject to criticism as so mechanical and formal as in many cases to exclude the men with capacity for superior intellectual accomplishment while admitting the men of less potential ability but with a record of more precise conformity to technical routine. The natural results . . . have been . . . that the man who late in his preliminary school course has acquired ambition for a college education and who unquestionably would have been able to do work of distinctive merit in college, has found admission to the college of his choice disproportionately difficult if not impossible."

At Vassar, admission requirements have been changed to demand three years of Latin instead of four, history, science, Italian and Spanish being subjects which may be substituted for the fourth year of Latin. A fourth year of Latin will still be accepted.

The New York regents' examinations require an oath of allegiance of college candidates and no college entrance diploma will be granted unless the candidate has complied with the regents' rule regarding the study of civics. The candidate must show that he has completed four years' work at an approved school, must pass examinations in English, Latin or Greek or French, Spanish or German, mathematics, history, physics or chemistry, and a second foreign language. There will henceforth be only one form of college entrance diploma.

The Iowa State Board of Education permits graduates of any public four year high school or approved private school to enter the State University, State College and State Teachers College without examination.

Psychological tests as a means of measuring the ability of candidates for college were tried out at Columbia in the fall of 1919 and are said to have yielded very satisfactory results. Students of high rank intellectually, morally and socially were obtained. A record of school work is required in the case of candidates and this is supplemented by questions concerning activities in the school, outside their studies, a statement of specific reasons why they wish to attend Columbia and their purpose in life. The recommendation of the school principal and a personal interview with the director of admissions is also required. Psychological tests are also given students admitted under the old system of examinations and within a few years it is expected that definite information will be available as to the comparative value of the two methods. Other colleges and universities are making or planning similar experiments.

Psychological tests this past year have been tried out on the freshmen in a number of colleges, notably Mt. Holyoke, Yale and Brown University, and the results compared with the later record attained in studies. In a recent number of the *Educational Review* Stephen S. Colvin tells of the results at Brown. Of men scoring high in the tests, the marks for the entire first year were 18 per cent A's, 35 per cent B's, 25 per cent C's, 15 per cent D's and 7 per cent E's. The corresponding percentages under the army tests were 17, 32, 26, 18 and 7. Percentages for men scoring low in the Brown tests were 2, 16, 29, 34 and 19; in the army tests, 2, 14, 29, 34 and 19. The tests showed generally a good correlation between test markings and grade of college work.

Physical requirements for college entrance should also be established, it was maintained by the Society of Directors of Physical Education at their last meeting in New York. A committee was appointed to consider and report on the "question of requiring physical education and hygiene for admission to college." It was claimed that such a requirement would change the mental attitude of students and instructors toward the subject.

THE PRIVATE VS. THE PUBLIC SCHOOL

Periodically a bunch of educational statistics is published which is capable of alternative interpretations and starts a controversy that often proves stimulating. The two notable examples of the year have been Ayres' "Index Number for State School Systems" and the article published in the December *Harvard Graduates' Magazine* by Henry W. Holmes and F. V. Gordon.

Dean Holmes' figures covered an inquiry into the records of 4000 Harvard freshmen between the years 1902 and 1912. They showed that 17.7 per cent of the public school graduates won their degrees "cum laude," as against 10.3 per cent of the men from the private schools; that 11.8 per cent of the men from the public schools won "magna cums," as against 4.3 per cent of private school men and that the public school percentage of "summa cums," the highest of academic honors, was 2.5, whereas that of the private school men was only 0.5.

The same set of figures showed that men from the public schools had a much lower percentage of admonitions, probations and other disciplinary punishments than the private school men. On the other hand the study of entrance examination records at Harvard covering the years 1910–17 for ten leading private schools and thirteen of the foremost high schools showed that 88 per cent of the private school boys were successful and only 73 per cent of the public school boys.

These figures were given wide publicity and were much commented upon. They were promptly hailed as reflecting great credit upon the public schools as against the private institutions. This started an extended controversy in the periodical press which continued for months and developed at times more heat than light. The obvious retort was quickly presented that while the private schools turn the greater part of their product into the colleges only the pick of those from the public high schools go to college. In view of this careful selection when the men enter college, it is not surprising that the public school men make the better records in college.

Dallas Lore Sharp and Ellery Sedgwick of the *Atlantic Monthly* at this juncture showed a rare sense for the psy-

chology of publicity. Professor Sharp in the *Atlantic Monthly* claimed that the private school was a blot on our democratic escutcheon. He set forth an idealistic view of democracy in the public schools and boldly urged that private schools be wholly abolished, holding that this nation cannot endure half private and half public schools and that this division of the population is a large cause of industrial unrest. Groups are educated away from each other; they refuse to make any effort in after life to ascertain each other's points of view. The system, he contended, is un-American; it is creating gulfs between classes, and education in the public schools should be required of all.

This idea carried to its logical conclusion would, of course, require that some negroes, some mormons, as well as some exceptional children be included in every class in order to promote true democracy. This bold attack appealed to the public mind. It of course ignored the essence of the whole matter, that all that we have in the public schools was first tried out and demonstrated a success under private initiative. The popular mind is not discriminating and once it has accustomed itself to the socialization of an institution it apparently is willing to carry it to any length. Having adopted a principle, expediency is thrown to the winds.

The popular interest aroused led many a private school supporter to break a lance in the public press, and opportunity came to private school principals to set forth what their own schools were doing to promote democracy as they conceived it. Mr. Sharp was afforded numerous public occasions on which to enlarge upon his views, crossing swords with President Meiklejohn of Amherst and Dr. Eliot of Harvard. In the May *Atlantic Monthly* Nathaniel H. Batchelder formally replied to Mr. Sharp, endeavoring to correct his mistaken notions of what constitutes democracy and enlighten him in regard to his misconceptions as to at least some private schools.

Charles H. Forbes of Andover in the public press answered Mr. Holmes' figures. He pointed out that neither public nor private school could take credit for natural ability; that there were as great differences in private schools as in public schools and that at many private schools young men of small resources are prepared for college—often working their way and very generally receiving financial aid. There was no distinction so far as democracy was concerned. He also replied in *The Phillips Bulletin* to Professor Sharp, showing that Carnegie, Rockefeller, Schwab, Gary, Eastman, Ford and many others got whatever education they received in the public schools, where they "learned not to be capitalists." He also held that

a distinction should be made between endowed schools and those conducted merely for profit.

Commenting editorially upon a phase of the controversy, the *Boston Herald* remarked: "The chief deduction (from Mr. Holmes' figures) is that the private schools offer superior training for a definite goal, they coach the boys for the 'exams' upon which depend their entrance to the college of their choice, while the public schools train their students for general efficiency in life. The report is a splendid tribute to the work of the public schools. But . . . there are a lot of private schools in this country where the very highest standards of general training, discipline and democracy are maintained and their graduates do not fall behind the public school men in college standing."

This editorial brought out perhaps the most effective rejoinder to the Holmes' figures. "The public school boys always do better in college than the private school boys," wrote A. E. Benson to the *Herald*. "But it does not seem to occur to anybody that a very much smaller percentage of boys from the public schools enter college and that these, largely for financial reasons, are a natural selection. Boys who can afford to go to private schools almost always intend to go to college, regardless of scholastic ability. The public school boys in college are a picked lot, while the private school boys are not, and to compare them intellectually is as sensible as to compare the ordinary Boston man physically with the ordinary London policeman."

Mr. Benson then quoted from the *Herald* of March 19, 1912, in which it was brought out that in the Harvard Law School one in every six of the private school men received an honor degree as against one in thirteen for the public schools. "It seems likely that the law school stood with many boys prepared in private schools for the first thoroughly earnest intellectual effort," the *Herald* commented at that time. "Not needing the monetary scholarships at Harvard, they were satisfied with 'gentlemen's marks,' but aroused by the call of professional ambition in the law school, they had thrown themselves into the work with enthusiasm." To which Mr. Benson appends the observation that it is easy enough to teach bright, willing boys; the test comes in teaching stupid or unwilling ones.

H. M. Poynter, bringing out likewise the idea that the public school men in college are a selected group, criticizes Mr. Holmes and his colleagues for failure to see the need of "basing their figures on facts more widely based and more likely to make the deductions trustworthy." The investigators were "obviously mistaken and manifestly unscientific." He thought it

remarkable that the divergence was not far greater in the results in college from the work of private and public school men. He thought more tutoring was done in high schools than in private schools, in proportion to the number of men sent to college, and that an inquiry should be made along that line.

W. W. Massee, in a communication to the *New York World*, asserted "That the average public high school graduate 'of fair intelligence' after his four years' course is able to pass the entrance examinations to such colleges as Harvard, Yale, Princeton, Columbia and Bryn Mawr is one of the most gigantic educational myths ever turned loose on the unsuspecting country. By reference to the annual report of the College Entrance Examination Board . . . one can readily see that outside of a very few first class New England public high schools in Massachusetts and Connecticut there is not a single public high school in the United States that is able to prepare any one of its graduates for the above colleges unless he be a pupil of unusual brilliancy. . . . Though the public schools turn out forty times as many graduates as the private schools, the private school graduates, few as they are, pass off seven times more college board entrance examinations than do all the graduates of the public high schools of the United States."

The *Harvard Bulletin* did not accept the Holmes' figures altogether at their face value, for its comment was, "It simply shows that the public school does afford a preparation for college which enables its graduates to do well when they get into college," and its conclusion was that the colleges therefore should adjust their entrance requirements in such a way as to encourage more men from the public schools to enter.

EDUCATIONAL LITERATURE

Of the Academic Year 1919-20

Book production during the past year has, in spite of deterrent causes, approximated the normal of pre-war times. The first impulse of the impetus to write that resulted from the ferment of war has perhaps passed. Two factors have operated to prevent book production figures rising much above the normal. The printers' strike in New York City in the fall of 1919 interfered with manufacture and held up the output for months, and minor labor troubles in the publishing trades elsewhere since then have diminished the rate of production.

The greatly mounting costs have proved an even more potent factor. The newspapers of the country have kept the people fully informed concerning the increased cost of print paper. It is not so well known that the cost of book papers and binding materials have undergone quite as great an increase. Standard grades of book papers have multiplied three times in cost in the past few years. For example, the paper on which this Handbook is printed was purchased at six cents three years ago, but this year the order placed at the mill months in advance was accepted only at the price current at the time of delivery, which proved to be nineteen cents.

Similarly, the cost of binding this Handbook has, in the last three years, about doubled. Authoritative figures compiled by the book printing firm of J. F. Tapley & Co. of New York show that the average increase in the cost of book cloths since 1914 has been 218 per cent, and in the cost of labor in book binding 136 per cent. The gross average increase is, therefore, 177 per cent.

In these annual reviews of the educational literature of the year an attempt is made to point out some of the more significant books, especially those that inspire or stimulate thought or blaze new paths. The whole field of publication in the English language on both sides of the Atlantic is covered, and an effort is made to bring to the attention of educators with a sense of proportion as to their value, some hundreds of books that guide, illuminate, inspire or lighten the work of the teacher and educator. Textbooks are not exhaustively listed but those of unusual merit it is intended to notice.

EDUCATIONAL PSYCHOLOGY

Nearly every college, normal school and high school attempts to give its students some kind of a course in psychology, and

there is great demand for suitable textbooks for use in such classes. The year has seen the publication of a number of new texts which vary widely in their range and treatment of the subject.

A new and revised edition of **Essentials of Psychology,** Macmillan, 1920, has appeared. When W. B. Pillsbury of the University of Michigan produced the first edition nine years ago, it presented clearly the accepted facts of psychology. Professor Pillsbury still remains progressive but he has not progressed as rapidly as the science, and he still retains much of the terminology though without attaching real significance to it. Changes have been made to bring the work abreast of the times. Paragraphs have been rewritten and there is a new chapter on types of mind. This latter is a recognition of work which originated in the field of industry. The book presents concisely and clearly the essentials of the subject with a brief exposition of the nervous system and the caution that this is not psychology but that branch of physiology known as neurology. In spite of careful revision the new edition does not so fully achieve its aim with the science today as did the first edition nine years ago. The work of Freud is only briefly mentioned and that of Jung not at all. Nevertheless, it is a thoroughly safe and wholesome book for beginners and recognizes the future possibilities of the subject. The hope of further progress in many industries lies rather in the direction of "increased knowledge of the human instrument than in further perfection of machinery."

General Psychology, University of Chicago Press, 1919, by Walter S. Hunter of the University of Kansas, is a new beginner's textbook giving a very generalized survey of the whole field, a little suggestive of a Cook's tour of Europe in forty days. It is a well proportioned uncolored view, eclectic in its tendencies, giving credence to both behaviorism and structuralism. Quite properly he starts the student in the biological laboratory. Mental tests, employment psychology, the feeble minded and the insane, the Freudian theory and the larger world of social relations and racial differences are all considered. All these are shown in such perspective that the beginning student may get the false impression that the science is complete and that he has mastered it.

Human Psychology, Houghton, 1919, by Howard C. Warren of Princeton, is a college textbook more objective and physiological in its presentation. Psychology is defined as the study of the reaction of an organism to its environment. The first third of the book builds a solid groundwork of understanding of nervous structures and how they function. The book is admirably adapted for teaching though it may be

criticized as too didactic in tone. The Freudian theory receives mention, but little credence, the author holding that it is unnecessary in order to account for observed manifestations of the unconscious.

Daniel Starch's **Educational Psychology,** Macmillan, 1919, presents in orderly form a large range of material for the study of psychological processes. It is written from the standpoint of the schoolroom teacher and deals extendedly with mental tests. It is an important contribution to the study of education.

Psychology for Teachers, American Book Co., 1920, by Daniel Wolford La Rue, is a work designed for all teachers, not for teachers of psychology. It is therefore introductory in character, popularly written, entertaining in style but not very deep. Probably it covers the ground in a manner sufficient to meet the needs of the average teacher, to whom it should prove a valuable companion. Its great advantage is that it can be readily comprehended by persons unfamiliar with the subject; it is really much less difficult than the average text-book for the general student. The Freudian theory, the outstanding development of recent years in psychology, is barely touched upon, but there is a good elementary chapter on mental hygiene.

Introductory Psychology for Teachers, Warwick and York, 1920, by Edward K. Strong, attempts to develop a psychological attitude toward the teaching process. Problems of human behavior are given for solution followed by a psychological analysis. The discussion starts with the consideration of behavior as a whole and then runs through the orthodox traditional subjects of memory, attention, habit, etc. There are detailed helps for the teacher and student.

The Mind and Its Education, Appleton, 1920, is by George Herbert Betts, Ph.D., indefatigable producer of books for teachers. It systematically, clearly and entertainingly presents such facts of psychology as the author conceives of greatest value and interest to teachers.

Mind and Conduct, Scribner's, 1920, by Henry Rutgers Marshall, is a compilation, with some new matter, of the Morse lectures at Union Theological Seminary and deals with certain definite problems in the field of psychology—for example, the correlation of mind and conduct, the implications of the correlation and guides to conduct. The author does not consider the importance attributed by Freud and his followers to the unconscious as justified, though he admits these deep-seated impulses to be important. The author disclaims any desire to be dogmatic, and seeks rather to bring out the psychological conditions involved rather than to draw conclusions.

Brightness and Dullness in Children, Lippincott, 1919, by

Herbert Woodrow, takes the ground that education must deal with the child's capacities as it finds them; the child's development is possible and its ability can to some extent be measured, but at all times training must be adapted to capacity. The book is of an introductory nature. It includes some chapters on the subject matter of general psychology and tells what measure of success has been attained through the Binet-Simon and other tests in determining child intelligence. The concluding chapters tell what educators can do to adapt educational methods to individual needs and how mental capacities can be developed. Society, the author feels, should see that every child is trained to his maximum capacity, so that he may fit best into the social organization.

Imagination and Its Place in Education, Ginn, 1920, by Edwin A. Kirkpatrick, deals mainly with the application of imagination to the typical studies of school children, following a discussion of the development of imagination, which is written in a popular style. Specifically, the use of imagination in reading, spelling, mathematics, geography, drawing, history, literature, nature study and science are treated and a bibliography of related works is appended.

Education During Adolescence, Dutton, 1920, by Ransom A. Mackie, with an introduction by G. Stanley Hall, is based partly upon the latter's psychology of adolescence. It is non-technical in style and in it the author outlines the specific aims of the high school and suggests certain changes that should be made in the interest of efficiency. The junior high school is recognized as desirable and curricula are presented for such institutions. Since the present day is bringing to the front social, economic and political questions, the author feels that high school students should by all means be equipped to judge those questions with some intelligence, and he places special importance upon economic and social studies as preparation for citizenship. The socialized recitation is favored as especially applicable to instruction in history.

VOCATIONAL PSYCHOLOGY

The shop, the factory and the office are developing a psychological literature as well as the schoolroom and the laboratory. **Employment Psychology: The Application of Scientific Methods to the Selection, Training and Grading of Employees,** Macmillan, 1920, by Dr. Henry C. Link, is a most notable recent contribution in this field. Through the useful chapters of Trade Tests, Vestibule Schools and the Relation of Employment Psychology to Industry, it proceeds straightway to the goal of showing how to fit the square peg in the rectangular orifice. The book lacks unity but is a useful presentation

of the results achieved in the application of psychology to the problems of employment. It makes clear the commercial value of the scientific method over the "hire and fire" method.

A new edition has appeared of Dr. B. Muscio's **Lectures on Industrial Psychology,** Kegan, Paul, 1920. This was the first British work on the subject originally brought out three years ago in Australia. The new edition goes more fully into the matter of scientific management in business. It is written with a wide knowledge of industrial conditions in different parts of the world, and shows the result of training in modern psychological laboratories. It is a book that will prove of value to those educators who have to deal with the problem of vocational guidance.

All human activities will eventually have to be reinterpreted and restated in terms of modern psychology. For how can human activity be scientifically interpreted without understanding of how the mind acts and how it may be influenced. **The Psychology of Persuasion,** Methuen, 1920, by W. Macpherson, is an attempt to rewrite the old fashioned treatise on rhetoric in the light of psychological principles. Persuasion is analyzed as a mental process. Persuasion without words is considered in gesture, action, prestige, personality and all the various phases of music, painting and the movie. Persuasion as practiced in salesmanship, advertising, speeches, novels and plays is likewise analyzed. The book is interestingly and well written. The author knows his science and has broad backgrounds. He knows that persuasion is legitimate art often illegitimately practiced and he shows us that psychology has something to say on the subject worthy of consideration, especially in a democracy where specious word-mongering flourishes.

Short Talks on Psychology, by Professor Charles Gray Shaw of New York University, is for everyday men and women. There are brief, informal chats on "The Psychology of Charm," "The Secret of Selling," "The Hang-Dog Look," "False Windows in the Brain" and other phases of close up, everyday psychology. His phraseology is unconventional and frequently stimulating, as when in "Crossed Eyes of the Mind" he describes the "nose-looker of the human race" as "the man who sees his own point of view, but no other."

Personality: Studies in Personal Development, Gregg, 1919, by Harry Collins Spillman, is of the inspirational type of literature popularized by Marden and other apostles of the success school, of which it seems to be a fair sample. Lists of supplementary reading include a number of works of the Pollyanna variety but a few of more scientific value and solidity. There is no reason, however, why the work should

not be helpful to young men and women about to face the cold facts of the business world for the first time.

The New Science of Analyzing Character, Four Seas, 1920, by Harry H. Balkin, is an imitation of the Blackford scheme. It has received a good deal of publicity through the press, for the author has a faculty of making his material interesting from the point of view of sensationalism, but a large amount of salt may be taken with the assumption that there is any basis in science for his pretensions as a success counselor.

BEHAVIORIST PSYCHOLOGY

The widespread application of psychological facts and methods to problems in education and industry received a great stimulus as a result of the work of psychologists in the war. Psychology is the most rapidly developing science of our day and the one perhaps that has the most direct application and the greatest significance for the future welfare of the human race. Such a rapidly developing science will naturally have its frontiers pushed out irregularly in different directions by pioneer workers. A group of books has appeared during the year which well illustrates this tendency. Each of them is a distinctive contribution to our conception of the subject and emphasizes quite different attitudes and fields of research.

Psychology from the Standpoint of a Behaviorist, Lippincott, 1920, is the first book in its field by John B.Watson, one of the leading exponents of the behaviorist school which has developed almost wholly in America. The title well designates the function and scope of the book. It is by no means a well proportioned presentation of the whole science but it is a concise survey of the behaviorist province. The book is distinctly stimulating and unquestionably notable in marking an immediate stage of progress. Professor Watson shows firmness of grasp and capacity for analysis. Psychology for the behaviorist has for its function "ascertaining of such data and laws that, given the stimulus, psychology can predict what the result will be; or, on the other hand, given the response, it can specify the nature of the effective stimulus." Here will be found a clear and convincing treatment of the "conditioned reflex" which today plays a large part in the methods of behaviorism.

RELIGIOUS PSYCHOLOGY

Religion and the New Psychology, Marshall Jones, 1920, by Walter S. Swisher, is a psychoanalytic study of religion treated illuminatingly and comprehensively. Various phases of the religious problem, normal and abnormal, ancient and modern, are considered. The attitude is open minded and scientific.

His treatment of human motives is especially stimulating. "Today," says the author, "we recognize that no man is truly educated unless he is well equipped to fight life's battles and endure its hard knocks with courage and fortitude. It is his function not alone to ornament society but to serve it. In so far as he serves social needs, in however humble a society, he performs a useful function, makes a real and valuable contribution to society and so furthers its progress. To this end he must be complete master of his faculties, physically strong, mentally sound and whole." **Applied Religious Psychology,** Badger, 1919, by James B. Anderson, is a brief elementary discussion of religious experiences as mental phenomena.

HERD PSYCHOLOGY

The Group Mind, Cambridge University Press, 1920, is the latest contribution of William McDougall, a Fellow of Corpus Christi College, Oxford, who has just accepted a professorship of psychology at Harvard. This book was wholly in form before the outbreak of the war, but in the interim of five years, during which he devoted himself to clinical psychology, the author has in no way altered his views. It is a sequel and supplement to his monumental "Introduction to Social Psychology," and like it is something more than a scholarly and scientific work. It is a real contribution to human thought and progress which will be appreciated by psychologists and a few score others. The facts and principles of social life are stated as they are and have been, without expressing opinions as to what they should be, but the thinking and constructive mind will be easily led to make its own deductions. It is an important landmark in the progress now being made in human thought to see man in his true proportions and actual position, not as a rational animal but as actuated by a congery of instincts, atavisms and emotions which lead him to set up taboos and similar false standards. The dethronement of man as a rational animal and realization of our race as it is, is as essential to progress as was the removal of the earth from the center of the solar system.

M. Boriac's **Psychology of the Future,** Kegan, Paul, 1919, translates misleadingly the original title "L'avenir des Sciences Psychiques." It deals, as the French title would lead us to believe, with the apparently supernatural phenomena of the mind, such as those underlying the doctrines of spiritualism, telepathy, hypnotism and clairvoyance.

ABNORMAL PSYCHOLOGY

Henry Herbert Goddard's **Psychology of the Normal and the Subnormal,** Dodd, 1919, is an excellent book which has no

equal in its field. It is just what its title indicates. It deals successively with the Nervous System, the Beginnings of Mind, Arrested Mental Development, Emotions, Thought, Action, Habit and Temperament. The second part deals with the application of this knowledge. It is a straight out textbook in psychology presupposing no previous knowledge and interpreting mental processes psychologically. Examples of feeble mindedness are used to emphasize and illustrate the general principles of psychology. In this phase Dr. Goddard is a master with a wealth of material at hand. The defects of the book are minor, its merits major. For the student and the teacher who wishes to understand retarded and arrested development the book is admirably adapted.

The Psychology of Subnormal Children, Macmillan, 1920, is by Leta S. Hollingworth. Professor Hollingworth is a trained psychologist and psychiatrist, but in this book he provides teachers with a work written from the standpoint of the educator rather than the clinical specialist. It is a work that requires for use in classes some previous knowledge of psychology. As might be expected the book is thoroughly scientific in its handling of such subjects as "Arrested Development," "The Feeble Minded," "Nervous and Mental Disorders Which May Complicate Deficiency," etc.

An Outline of Abnormal Psychology, R. G. Adams, 1919, by James Winfred Bridges, is an important contribution for students of psychiatry and mental hygiene. It gives in compact form a brief description of abnormal mental phenomena supplemented by a good bibliography. It is a little book intended as a guide for students in the absence of a comprehensive textbook and is mainly mnemonic. It covers briefly a wide field. Under emotion is included fear and sexual instincts. In his classification of instincts he follows McDougall. In his explanation of fear he gives the various theories of Freud, Prince and Sidis. Part two deals with symptom complexes of insanity and the principal theories of psychoses, those of Kraft-Ebing, Freud, Meyer, Southard and others being quoted. Psychoneuroses and epilepsies are treated in part three.

Our Nervous Friends, Macmillan, 1919, by Dr. Robert S. Carroll, portrays in a masterly way type cases from his own experiences. He has put them in literary and dramatic form and made them interesting reading. Dr. Carroll, without making any specific psychoanalytic deductions shows interpretive insight. It will prove a helpful book to those who wish to help their nervous friends.

The Educational Treatment of Defectives, by Alice M. Nash and S. D. Porteus, is published by the Vineland, N.J.,

Department of Research, with which they are both connected. Their treatment is wholesome and sympathetic and they readily admit that the educational treatment of defectives has as yet met with only partial solution.

DELINQUENCY

Deficiency and Delinquency, Warwick and York, 1919, is by James Burt Miner. It is the result of his work with delinquents in the juvenile court and the Glen Lake Farm School at Minneapolis, and is an effort to establish a statable border line of intelligence defect for adults. The author reviews the effect of applied psychology in the field of delinquency during the past decade and a few chapters are devoted to theoretical considerations. He concludes that at present we possess no statable units of measurement in terms of which mental retardation can be expressed. **The Intelligence of the Delinquent Boy,** by J. Harold Williams of the Whittier State School, represents one of the most careful pieces of work that has come out of any American institution for delinquents.

PSYCHOLOGICAL TESTS

Army Mental Tests, Holt, 1920, is an authoritative account of the tests used in grading the intelligence of enlisted men during the war. It is edited by the sponsors of the tests, Clarence S. Yoakum and Robert M. Yerkes. The book tells clearly the origin and development of this unparalleled experiment in psychology which proved so efficacious in classifying men and building our army. The procedure and detailed description of the tests and the results achieved are admirably presented. Although the army's requirements are kept in view suggestions are given as to the value and use of these tests in business and the way is pointed to a new kind of human engineering. However, these tests in no way measure or consider personality traits which are of prime importance in character makeup. It may well lie within the power of psychologists in the future to discover and measure such qualities and the relative strength of vocational and occupational aptitudes. These tests have been applied during the past year to students at Yale, Brown and Mt. Holyoke, where it was found that those who ranked highest in the tests generally made the highest rank in their classes. The future of this work begun for the army is untellable.

The army tests have been adapted to use in the schools and the materials and manuals of directions necessary for their use have been published in admirable form under the title **National Intelligence Tests,** World Book, 1920. They were prepared by M. E. Haggerty with the advice of L. M

Terman, M. L. Thorndike, G. M. Whipple and R. M. Yerkes, under the auspices of the National Research Council. The General Education Board appropriated $25,000 to be used in experimenting with the tests until they were perfected. The form in which these are put forth makes it possible for any school teacher after a little study to use them profitably. The publishers deserve congratulation for the form in which they have been made available.

Handschin Modern Language Tests, World Book, 1920, have been similarly put forth in usable form. They will enable teachers to relieve their classes in French and Spanish of hopeless pupils and "linguistic morons" incapable of learning a foreign language, whose education should be directed to other branches in which they may excel.

Not all of us need to be linguists or interpreters. Thomas E. Thompson of Los Angeles, the author of **Minimum Essentials,** has published **Standardized Mechanical Study Tests: Self-Teaching, Self-Testing, Self-Verifying,** which fully maintains his reputation as an inventive pedagogist.

Measure Your Mind, Doubleday, Page, 1920, by M. R. Trabue and Frank Parker Stockbridge, is a collection of mentimeter tests which makes possible self-testing of capacity for those who are unlikely to undergo mental classification otherwise. Dr. Trabue was during the war in charge of psychological tests at two army camps; Mr. Stockbridge is an editor of scientific journals. They have assembled an interesting group of tests, some of which have long been in use. "Individuals are themselves seldom aware of their own capacities; even less generally of their limitations," the authors comment in an introductory chapter. Although disclaiming infallibility for their tests, the authors contend, nevertheless, that to a certain degree at least the tests make possible the substitution of science for guesswork in vocational problems, and that persons who grade high in them are more likely to perform work efficiently than those whose records are not so good.

The Intelligence of School Children, Houghton, 1919, by Lewis M. Terman, discusses some principles of intelligence testing, the amount and significance of individual differences in intelligence in various grades and the mental age standard for grading. But perhaps one of the most interesting parts of the book is that made up by two chapters on exceptional children. "The attention of teachers is constantly being called to the large number of defectives among school children and to the educational and social problems to which they give rise," says the author, discussing the neglect of exceptional children. "For the intellectually superior, however, the ones upon whose preservation and right education the future of

civilization most depends, no special provision is made. In the average school system their very existence, even, is ignored." He finds that intellectually superior children are likely to be of average physical health, and that play deficiency and lack of social adaptability are the exception rather than the rule. A number of other tentative conclusions of interest are drawn. The use of mental tests and their value in vocational guidance are given detailed consideration.

Human Efficiency and Levels of Intelligence, Princeton University Press, 1920, by Henry Herbert Goddard, comprises a series of lectures delivered at Princeton and is influenced probably by the army mental tests. The author admits that intelligence is not the only factor entering into efficiency but is content to let the others wait until they are better understood and to rate men on intelligence alone. He believes that this process would do much to aid in placing persons suitably in the world, a view no doubt correct, but the impression the book leaves is that intolerable social castes would be produced by the free exercise of the author's suggestions. He holds the conviction strongly that men unfortunate enough to be less intelligent than others ought not to expect the same standard of living, a point perhaps debatable, and passes by the obvious implication that many persons, unintelligent in other ways, nevertheless have abnormal development of the money getting faculty. Obviously his ideal society would be an aristocracy based on intelligence, an ideal for which no doubt much can be said; but is he justified in being so dogmatic in advance of any understanding of the factors other than intelligence which enter into efficiency?

PSYCHOANALYSIS

The proponents of psychoanalysis in English speaking countries have heretofore been at a great disadvantage in justifying their faith in the new psychology because there was a lack of adequate books setting forth the results of the researches of Freud and Jung. The year has witnessed the production of a number of books that give concise statements of the subject and make clear the importance of its implications and applications in education and daily life. Moreover, the chief exponent of this new psychology, Freud himself, has delivered a series of lectures, now published in book form, which will take precedence of all other volumes on the subject.

A General Introduction to Psychoanalysis, Boni & Liveright, 1920, is a translation by G. Stanley Hall of twenty-eight lectures which Professor Sigmund Freud delivered to laymen. They are elementary and conversational in manner. With admirable candor Freud sets forth the startling difficulties

and limitations of the subject. Avoiding all tendency toward the controversial, he patiently and persuasively meets the objections and prejudices that have been raised and gradually reveals the painstaking research, the enormous range of data on which his conclusions have been based. Captious critics maintain that all this is merely skillful self-advertising, that in warning his auditors against his theories and of its difficulties he is but enticing them; that it is a "come on" game when he tells them "why society will not tolerate the above mentioned results of psychoanalytic research, and would prefer to brand it as esthetically offensive and morally objectionable or dangerous."

But in his treatment of the subject he shows both humility and patience and at the same time confidence and faith. Moreover, there is evidence of complete understanding of the psychology of his auditors and of the psychology of persuasion. Beginning with the simplest facts, the psychology of errors, he makes it evident that some new explanation for such phenomena is necessary and then little by little he proceeds to build up the theory of the subconscious mind and persuasively leads the reader along all the devious and complex paths of psychoanalysis. The subject matter of the book is too difficult to review or summarize in brief. The importance of the new attitude toward our mental life and the prejudices its general acceptance must meet, can, however, hardly be exaggerated. As Freud says:

"Humanity, in the course of time, has had to endure from the hands of science two great outrages against its naïve self-love. The first was when humanity discovered that our earth was not the center of the universe but only a tiny speck in a world system hardly conceivable in its magnitude. . . . The second occurred when biological research robbed man of his apparent superiority under special creation, and rebuked him with his descent from the animal kingdom and his ineradicable animal nature. . . . But the third and most irritating insult is flung at the human mania of greatness by present day psychological research, which wants to prove to the 'I' that it is not even master in its own house. . . . This is the reason for the widespread revolt against our science, the omission of all considerations of academic urbanity and emancipation of the opposition from all restraints of impartial logic. We were compelled to disturb the peace of the world."

Dr. Hall, in his preface, places great importance for the future of sociology, education and religion upon the Freudian views, which "have given the world a new conception of both infancy and adolescence and shed much new light upon characterology." The volume is at least opportune and will more or

less supersede all others. It presents Freud in the light not only of a great discoverer, but as a great popularizer, perhaps in the class with Darwin and Galileo.

The New Psychology and Its Relation to Life, Allen & Unwin, 1920, is a pioneer work by A. G. Tansley. It is the first book to synthesize in one volume the results of psychoanalytic studies and the recent development of psychology from the biological point of view. As the first attempt in this direction it must have imperfections which will be avoided in the many subsequent works which are bound to appear having the same function. But the style is clear and the treatment sound and the author shows an adequate acquaintance with the earlier work in psychology. Mr. Tansley follows Freud rather than Jung, and in his presentation of the biological point of view in psychology he has been influenced by the discoveries of the mental pathologists. In treating of the structure of mind from the physiological point of view he follows McDougall. In treating of the energy of mind he deals with the *libido* as developed chiefly by Jung. The content of the mind, he tells us, was until recently limited by psychologists to the fully conscious thoughts and feelings, which perhaps overlooks the work of Ward, Stout and McDougall. This is a most revealing and stimulating book, perhaps the best one book on the new developments in psychology.

Psychoanalysis, Harcourt, Brace & Howe, 1920, by Barbara Low, is an excellent introductory work on this subject. The author writes in a reasonably popular style in clear, terse English and presents a difficult science in an interesting and illuminating way. Its aim is only to serve as an introduction to psychoanalysis, but the author makes certain thought-provoking comments on the implications of the science for the future. "A social system must, perforce, be evolved which allows some satisfactory measure of freedom to the primitive instincts, alongside with sublimation and the undue exaltation of the ultra-civilized ideals will cease. This new ideal brings in its train revolution in our methods of child training and education, which hitherto have dealt almost exclusively with consciousness. From such an altered educational system we may expect individuals more capable of understanding and more able to recognize intuitively human motives, so that we may become less baffled, less foolish, in the face of certain human manifestations, such as wars, class hatreds, social and religious movements, our 'rational' solutions for which are almost always complete failures." "It seems also that the new knowledge must inevitably act in the direction of diminishing the strength of the 'herd instinct.'"

Psychoanalysis and Its Place in Life, Oxford University

Press, 1919, by M. K. Bradby, is a not too technical exposition of the subject and yet not so concise and clear as Miss Low's. Miss Bradby, though not a psychoanalyst herself, is well in touch with the movement. Her presentation is impartial and comprehensive and shows a grasp of the principles of psychoanalysis. Two chapters are devoted to its application to life and to the psychoanalytic interpretation of the life and works of such men as Nelson, Michael Angelo and Browning. Miss Bradby opens up a vision of the possibilities of the application of psychoanalysis in education and of the enormous advantage which will result to man's development, through the fuller understanding of himself which it will bring.

André Tridon has produced an interesting and valuable volume, **Psychoanalysis, Its History, Theory and Practice,** Huebsch, 1920. It is a beginner's book introducing one to the terminology of the new science and shows familiarity with the entire literature in all European languages. It is not a plea for any one school but explains how Freud and Jung differ and how their theories may be reconciled. This is to be followed by **Psychoanalysis and Behavior,** by the same author, which is announced for publication in the fall of 1920.

The Problem of the Nervous Child, Dodd, Mead, 1920, by Elida Evans, is preceded by an introduction by Dr. C. G. Jung. The work is based on the author's extensive practice as a specialist with nervous children and deals with the subject under topics by a modified case method. The instances given make her points concrete and should prove helpful to parents and others dealing with children in guiding them to an understanding of complex and difficult cases. She makes it perfectly clear that loving and well meaning parents may through lack of understanding do irreparable harm to their children. She characterizes as selfishness the teacher's satisfaction and pride in the child who gets one hundred per cent by doing everything he is told to do and learning everything he is told to learn without doing any thinking for himself, without receiving any mental benefit by personal mental alertness. The book is not intended to flatter the pride of parents and teachers but may do something to produce a spirit of humility in them which in turn may prevent some children from becoming mental wrecks and moral derelicts as some loving parents and conscientious teachers are now in a fair way to make them.

SOCIOLOGY

The Principles of Sociology, Century, 1920, by Edward Alsworth Ross, is perhaps even more stimulating than any of the other numerous books by this author. He touches early in his work upon the rural problem and believes that it is being

solved by the methods of making farm life interesting and profitable, by community organization and by the tendency of the city and rural minds to approach each other in these days of rapid transit by motor car. Later he makes clear his attitude that social laws are psychical, not physical; and he makes out a good case against present day society for its needless repression of human instincts. Two interesting chapters deal with domination—the domination of parents over children, the old over the young, men over women—and with exploitation of children by parents, of women by men and of the poor by the rich. He formulates as laws of exploitation a series of ten deductions from observation of the process; "those bred to leisure," he says, "are resolute to exploit." The work is in five parts, dealing respectively with the social population, social forces, social processes, social products and sociological principles, and embodies the author's best thought on the whole matter of human relations from the results of extensive study and experience. It is a book that may very likely in future years be recognized as one of the most notable contributions to thought in the history of intellectual progress in this country; such recognition comes slowly, but the value of the book will be evident to any serious student.

Principles of Sociology with Educational Applications, Macmillan, 1920, by Frederick R. Clow, is an interesting and novel presentation of the subject. The material has been tried out on his normal school classes, using the project method, each student making a special study on some topic. The book lacks system, is somewhat confused and treats in encyclopedic fashion a great variety of topics of which, however, many important ones, such as problems of labor and industry, have received scant attention. A valuable feature to which many teachers will object in a textbook is the great number of quotations from the best and widest sources. They constitute an unassimilated mass of experience which rather truthfully reflects the present state of the science. There is much wholesome advice on commonplace topics. There is fearless handling of problems which no one need fear to treat. There is rather a tendency to lean toward the *laissez faire* doctrine of Victorian times.

A Practical Sociology, Scribner's, 1918, by Mosiah Hall, is a series of dialogues between Mr. Pessimo and Mr. Optime, misnomers to some extent, since the former character represents the point of view that responsibility for misfortune is individual, that men are poor because they drink or go to the movies and the latter that responsibility is largely social. By this unique semidramatic method many important facts as to actual social conditions are adduced. The point of view from

which the book is written is that of the social reformer—that abuses primarily economic can be remedied by legislation.

Educational Sociology, Century Co., 1919, by William Estabrook Chancellor, is an introductory textbook to the field of sociology. It has been tried out by Dr. Chancellor on his students at the College of Wooster for several years. There is little matter in the volume on education to justify the first word of the title, but it is full of lively interest. The book is predominantly realistic; for example, the author's comments on marriage among the rich, the poor and the middle class bring the economic motive into the prominence it deserves. But it is a book for society as it exists; it does not devote the attention that might perhaps be expected to social dynamics. The author has no illusions regarding the press; he realizes that it represents a class view, the view of the comparatively small class that is able to own newspapers and almost anything else, but he has no solution to offer that is worthy of practical consideration. Yet in his discussion of public opinion he does not seem to recognize the obvious implications of the status of the press. His statements of commonly accepted principles and customs in the United States is somehow reminiscent of H. L. Mencken, for customs and principles put into tabulated form have a tendency to appear ridiculous. The writer has a sufficiently clear vision of things as they are, but his vision of the means of righting them seems less exact.

An Introduction to Social Ethics, Harcourt, Brace & Howe, 1920, by John M. Mecklin, is another notable contribution from the press of this new firm, a press that is attracting national attention for the excellence of its product. Mr. Mecklin's work bears the sub-title, "The Social Conscience in a Democracy." It abounds in sentences and paragraphs that can only lead to a rigorous self-testing; its effect on the individual reader cannot but be stimulating. The average man, Mr. Mecklin holds, is the keeper of the conscience of the community; the highly educated man (and this will not please everyone) is likely to be narrow, his thought and feeling are likely to be institutionalized; it would probably be a calamity for the nation to be controlled by its educated men alone. A section of special interest on "The Dominance of the Pecuniary Standard" reflects a feeling of helplessness that comes over the average American at the idea of doing anything to remedy commercialized politics, graft and profiteering in the face of the powerful organization of pecuniary interests. The morality of profits, competition and collective bargaining are viewed in the large in sections that follow. The author has estimated American problems notably; but he appears to shrink from the obvious implications of his diagnosis.

Another notable contribution from the Adams family has appeared in **The Degradation of the Democratic Dogma,** Macmillan, 1920. In this volume Brooks Adams publishes posthumously three essays by his brother, Henry Adams, which deal with history, its teaching, its tendencies and an attempt to apply to history the methods of science. Even more notable and of greater interest to most perhaps, will be the introduction by Brooks Adams which occupies nearly half the book. The optimist will not find these essays pleasant reading, but they will give him pause and do him good. Neither of the two brothers believe that democracy can lead to much. Indeed, Henry more than hints that it is leading "with headlong rapidity" toward "inevitable death." He points out that the universities of Europe have really never preached upward evolution at all; in architecture, sculpture, the drama and the writing of history, our models are all among the ancients. Brooks Adams, in his introduction, tells of the tenacity with which the democratic dogma was held by successive generations of the Adams family. He dilates on the marvelous vision John Quincy Adams held for the future of democracy in this country and how it came to naught. Because of the faith with which the Adamses and their contemporaries have in the past viewed democracy, the feeling now prevails that through democracy something like the millennium may be expected shortly. But Henry Adams came to hold the view that society is steadily undergoing a degradation of vital energy; that science is sunk in complexity and chaos and that democracy will probably follow the same course. The perception that fear and greed are the strongest of motives for human action has very probably inspired much of the pessimism manifest in the essays. Unfortunately for their own peace of mind, they overlooked the possibility of curbing greed. They failed to understand that greed in its ugliest manifestations arises from the primal and fundamental instinct of self-preservation which, as the psychoanalysts put it, may be "sublimated"; that is, which may be directed in an intelligently organized society toward useful and social ends and that the great problem of democracy is to devise a workable means of accomplishing this.

Immigration and Americanization, Ginn, 1920, a compilation by Philip Davis of a number of interesting and important papers on these subjects, which have recently come into much prominence, is designed to serve as a summary of the best thought, presenting many and varied points of view. High schools, colleges, chautauquas and universities will probably find it useful, and as a handbook it will be welcomed by many investigators and students. The book is logically

arranged, dealing first with the history of the immigration question and the causes of movements of population, next with the characteristics of such movements at present from various parts of Europe and Asia. The first part of the work closes with a chapter on immigration legislation. The second part, devoted to Americanization, describes the work of certain agencies, the distribution of immigrants in this country, the method of naturalization and present conditions as they are related to the education and citizenship training of the immigrant. An address by Jane Addams is reprinted as an introduction to the entire work, and the articles in the body of the book represent such persons as Richard K. Campbell, naturalization commissioner, Miss Lillian Wald, Samuel Gompers, Paul U. Kellogg, Jeremiah W. Jenks and Emily Greene Balch. Addresses by President Wilson and Franklin K. Lane are also included.

BOOKS THAT HAVE AROUSED DISCUSSION

Two little books, insignificant in size, have been put forth this year by men who understood the art of publicity and which, consequently, have aroused great popular interest, extended discussion and bitter criticism. The discussion of the relative merits and functions of the public and private schools which received so much publicity last winter is elsewhere referred to in this Handbook.

Dallas Lore Sharp's article in the *Atlantic Monthly* which, together with his aggressive speeches advocating the abolishment of all private schools, did so much to catch the popular mind, has been republished with additions and some reply to his critics, as a booklet under the misleading title **Patrons of Democracy,** Atlantic Monthly Press, 1920. In the revision Professor Sharp is quite as incorrigibly unseeing as in the magazine essay. "It is time we stopped experimenting with public school education," he asserts. It is not possible that he really believes that the education of today is all that it should be in the future; that our present public school system produces ideally educated men and women; that the relations of men and nations cannot be improved by better training and broader views; that the schools cannot be bettered by trial. No, he does not believe this, but he knows the popular psychology and the publicity value of such extreme statements. There is good in the book as in his later essay in which he emphasizes the importance of home education. If home education were all it should and might be there would be little need of schools. The function of the school is primarily to correct the faults of the parents and supply the deficiencies of the household. When this is adequately accomplished and

when society as a whole perfects the environment in which adolescents mature, then we may do something to correct deficiencies of the ancestors. Without too much modesty, he advertises the very wise upbringing of the little Sharps at Hingham and all that he stresses is good. But the good in the book is dominated by the raucous. Mr. Sharp has an almost fanatical and unanalytical conception of democracy—of what it is and what it may do. Democracy may best be promoted by associating adolescents of the most diverse type and home environment, he insists; that all children, as in the case of the little Sharps, shall be associated in school and class with the children of the most unlike elements of our population. In carrying out his idea consistently, there should of course be in each class group some negroes and some morons. Why not some imbeciles and insane? His conception of what a school is or may be is rather limited. "Public or private, a school is only a school, a machine," he asserts, "and the better school it is, the better machine it is and the more machinelike is its product."

An Index Number for State School Systems, Russell Sage Foundation, 1920, by Leonard P. Ayers, is the innocent title of the little monograph which got by the ears all public school administrators, from the Atlantic to the Pacific. Colonel Ayers was doubtless born a publicist, and as propagandist, publicity man and apologist for the War Department during the late unpleasantness with Germany he had an opportunity to improve his methods. In advance of publication of the book, statements were given to the press which were published and widely commented upon in the newspapers and periodicals throughout the country and aroused a storm of bitter resentment and criticism. For the figures published showed that the most populous and richest states which had prided themselves on their school systems, ranked low among the 48; that Montana ranked first with California and Arizona second and third; Massachusetts, which in 1900 occupied first place, was given ninth place, and New York, which had been second, thirteenth. This ranking was determined by a system of index numbers such as have been extensively used in industry by statisticians. They were based on statistics collected during the last forty-eight years by the United States Bureau of Education. Much of the criticism asserted that important elements necessary to a fair estimate had been neglected or omitted and to such objections Colonel Ayers was able to make a satisfactory reply. The most damaging fact was brought out by the United States Bureau of Education which explained that the figures for 1918, on which his final and definite conclusions were based, were only estimates which

had since been proved incorrect in many cases. Another factor which Colonel Ayers readily admitted somewhat modified his figures, was, that whereas in some states a larger proportion of school children attend private and parochial schools, no allowance was made for this in making up his figures. Colonel Ayers' monograph has however performed a great service in that it has helped us to view ourselves more nearly as we are and not to think more highly of ourselves than we ought to think. It will doubtless prove a stimulus to rapid improvement in the efficiency of the school system in many states.

Trends of School Costs, Russell Sage Foundation, 1920, by Dr. W. Randolph Burgess, is another study applying the method of the index number to the field of education. Dr. Burgess compares salaries paid teachers with those paid laborers and artisans over a period of eighty years. He finds that the wages of women teachers in country schools have increased from $2.50 per week in 1841 to $17.50 now, an increase of 600 per cent. In the cities the increase has been less marked—from $4.50 to $35.00 and the increase in the salaries of men teachers has been smaller. Up to 1915 the percentage increase of teachers' salaries had been twice that of artisans and laborers, but teachers' salaries had never been as high as carpenters, painters and blacksmiths. In the five years since 1915 the salaries of teachers have increased on the average 45 per cent, while the wages of artisans have increased 100 per cent. Dr. Burgess concludes that in order to secure equal efficiency in the schools to that of pre-war times, school budgets must be doubled.

ESSAYS AND ADDRESSES

Education in War and Peace, Hoeber, 1920, is a little volume of three notable addresses by Dr. Stewart Paton, the Princeton psychiatrist, all of which deal with the necessity for the study of man and his ways of reacting. Not until we better understand man can we solve the problems of the war, education and social unrest. Dr. Paton applies the knowledge and implications of the new psychology and of psychiatry to the consideration of such problems. He sees as the great defects of education that it does not equip for the practical work of living; that it pays too much attention to highly developed, conscious processes and too little to the unconscious factors that make up personality; that it does not sufficiently regard mental hygiene; that it deals too much with subjects rather than with thinking; that it is too exclusively of the intellect, while man is essentially an emotional animal; that it does not help the adolescent to realize his assets and liabilities and ac-

cordingly regulate his life. But in the new psychology Dr. Paton sees the future hope of making the world better. These addresses are examples of clear, vigorous thinking on timely topics.

Democratic Ideals and Reality, Holt, 1919, by H. J. MacKinder, has political geography as its principal theme. The reality of which he treats is the unchangeable environment of man—climate, fertility, mountain barriers, river communications and so on. He urges the vital importance of these permanent geographic controls and the necessity of taking them into account in any scheme of social and political reconstruction. He has great respect for democratic ideals, but "democracy must reckon with reality," and "we must base our proposed League (of Nations) on realities if we would have it last." The book is stimulating and sound and will lead some of us to re-examine our ideals in the light of things that are.

War-Time Lessons, Columbia University Press, 1920, by Frederick P. Keppel, is an attempt on the part of the former Assistant Secretary of War to evaluate in three addresses the interactions of the war and education. "I think that in their service to the university and the nation," he says, "the scholars may well profit by the demonstration that it was not only the man who knew his subject, but the man who knew how to deal with his fellow men, who was likely to make his impression." "Isn't there such a thing as academic provincialism, even within the bounds of a man's own university, certainly as between institution and institution, which can be remedied by the encouragement of these social and cooperative sides of the scholar's character? It seems to me that we should all face a fundamental extension in the definition of the scholar, away from the individual, the selfish, out to the social and constructive."

A Lover of the Chair, Marshall Jones, 1919, by Sherlock Bronson Gass, is a collection of thoughtful, stimulating essays, on politics, art and education. A reviewer has called it "a fling at the spirit of the age." There is regret, even indignation, at the platitudes and shallowness that make up our college education and that characterize our intellectual life. In "A Modern Paradox" the point of view is that vocational education is essentially in the interest of an aristocracy, since it fits the great masses of the population into specialized grooves. The question of democracy versus aristocracy is discussed with good sense and sympathy. The other essays have also considerable literary merit, and some will be of almost equal interest to the educator.

In **Democracy and Ideals,** Doran, 1920, Professor John Erskine publishes a series of addresses delivered mostly while

serving as chairman of the army educational commission in France, 1918–1919. Especially scholarly and inspiring are his addresses on "American Character" and "French Ideals and American."

Danger Signals for Teachers, Forbes & Co., 1919, by A. E. Winship, should be a valuable book for the teacher in and out of school. Written by the editor of the *Journal of Education* from a long and varied experience with educational problems, it gives the meat of that experience for the benefit of newcomers in the profession, and deals vigorously and boldly with questions that other books, apparently, do not know to be in existence. A word of fatherly advice to teachers urges them by all means not to become involved in neighborhood rows. Such tips are decidedly useful, for nothing is easier than for a teacher to become a storm center in a community without realizing that anything is happening until his professional usefulness is badly shattered. The work is practical.

Darwin and Freud have been the great iconoclasts in dethroning man from his egotistic anthropocentric position in the universe. But Clarence Day has done something to lead the popular mind to appreciate how far man still is from having become a rational animal. **This Simian World,** Knopf, 1920, amusingly elaborates the grim parallel between the ways of the Simians and man, that will not be unappreciated by those who deal with the adolescent of the species. He piles one clinching instance upon another till we realize that the virtues of industry, chastity and unselfishness have been much more highly developed in the bees and ants than in man, and that cleanliness and quietness are feline rather than human qualities. But Mr. Day is no mere humorist or satirist and the book ends with a serious note that is both a sermon and an appeal.

Science and Life, Murray, 1919, is the title of a volume of outspoken essays and addresses by Frederick Soddy, Professor of Chemistry at Aberdeen University. He emphasizes that the development and the survival of what is best in civilization depend on the power to understand and control inanimate nature. Life today is bound up with science and the schools must promote a more scientific understanding of the world in which we live. Some of the essays take us into speculative realms. In "The Evolution of Matter" we are given an excellent account of radioactivity, in the investigation of which Professor Soddy has taken a leading part.

Origin of Mental Species, 1919, by H. J. Derbyshire, Flint, Mich., is published by the author. This book, a mixture of religion and psychology, embodies the author's studies of "mental activities and their relation to God and nature."

HISTORY OF EDUCATION

Public Education in the United States, Houghton, 1919, by Ellwood P. Cubberley, is an introductory textbook interpreting American educational history. It owes its existence to the author's view that the average textbook of this character gives an inadequate amount of space to the educational developments of recent years, when so much of real importance has been coming into view in the educational field. Mr. Cubberley believes that the history of education, as usually taught, needs reorganizing; a great deal of old subject matter should be eliminated and much new matter added. Moreover, what the teacher needs is not a lot of history but something that will tie up to the present day. Education should be shown in its connections with the social, political and industrial forces of the times, and its present status should be emphasized, the past being drawn upon only to such an extent as may be necessary to bring the evolution of the system into relief. The book would appear to have accomplished to a considerable degree all that the author has sought to do. Our European background and the beginnings of American education are outlined, and the development of our free school system traced. The new ideas from abroad and the reorganization and modifying influences of our education are dealt with. But the emphasis is put upon what has been done since 1850, and one third of the book deals with education since 1890.

History of Education, Scribner's, 1919, by Charles C. Boyer, is a work designed for class use in normal schools and colleges. The author writes in his preface, "The thematic purpose of this volume is to show that historically education has been a progressive adjustment of claims in the exercise of human freedom." More space than is usual in books of this character has been given to education among the peoples of the ancient world. The recent course of education in the United States and Europe is outlined, but in his closing chapter, on "Tendencies," the author makes no mention of the relationships that exist and should exist between education and the great social movements of the time.

A Short History of Education, Cambridge University Press, 1919, is a scholarly work by Professor J. W. Adamson of the University of London. It gives just the amount of general history of the subject that is necessary to supply the foundation for the detailed account of the history of English education, in which subject Professor Adamson has specialized. There is much new matter in this volume bearing on the development of English educational institutions.

The Manchester Grammar School, 1515–1915, Longmans, 1919, is a regional study of the advancement of learning in

Manchester since the Reformation, by Dr. Alfred A. Mumford. The author is not an educator nor an historian but a medical man and he has studied his problem from the point of view of the biologist who wishes to understand the conditions of growth of a living organism. It is a painstaking and scholarly work.

Schools of Gaul, Oxford University Press, 1920, by T. Haarhoff, is a work of research shedding much light upon the fourth and fifth centuries, which was a transition period in which education was passing from paganism to Christian influence.

Education and Aristocracy in Russia, by Daniel B. Leary, is published by the University of Buffalo. This monograph tells the story, covering the period from Peter the Great to Nicholas II, of how education was confined to the upper classes. Repeatedly broad educational programs were laid down only to be revoked. The facts assembled make an interesting record, not well organized and showing lack of intimate contact with and knowledge of the people. In the concluding chapter are given extracts from the Bolsheviki manifestos, of their plans and theories for education.

PRINCIPLES OF EDUCATION

Child Life and the Curriculum, World Book, 1920, is a long anticipated book by Professor Junius L. Meriam, of the University Elementary School, University of Missouri. He challenges in detail the content of the traditional curriculum and explains at length the marvelous work he has done in his school. Especially interesting and convincing is the comparison he gives of the attainments of pupils who have gone from his school into high schools, with those of other pupils in the same high schools. The comparison shows that mastery of the "tool" subjects may be quite as complete when acquired incidentally as phases of normal activities, as when made the object of direct attack through the traditional methods. Professor Meriam believes that he has proved that the problems of minimum essentials and motivation entirely disappear when the curriculum is related to real life and enables boys and girls to be efficient in what they are interested in doing and only secondarily to prepare them for later efficiency. He maintains that teachers and parents need a higher appreciation of the nature of boys and girls in normal activities outside of schools. The curriculum should not only be selected from real life but it should have sufficient scope and flexibility to meet individual differences and should admit of ready rearrangement. His book is a notable contribution based on prolonged experience and his great effort to provide a curriculum more fully utilizing self-activity and consequently more related to life.

Education—Its Data and First Principles, Longmans, 1920, by T. Percy Nunn, is one of the Modern Educators' Series, widely known among English educators. The author affirms as his purpose the desire to "reassert the claim of individuality to be regarded as the supreme educational end." Considerable prominence is given to the psychoanalytic side of educational progress and in a final chapter on "The School and the Individual," the author outlines a plan of education that is at least suggestive and interesting. The school, he contends, must not be a place where certain subjects are taught, but where the young are disciplined in certain forms of activity—those that constitute the safeguards of individual and social life and those that are creative. Every complete scheme of education should include literature, art—especially music—science, including mathematics and some handicraft. The subjects should be taught as activities, in the "play way," taking care that it leads from the "irresponsible frolic of childhood to the disciplined labors of manhood." But is a child to be driven out of school ignorant of a certain subject because he has never felt its attraction? The world, remarks Dr. Nunn, is widely tolerant of ignorance in most matters provided it is balanced by competence in others; moreover, those who have rebelled against Procrustean tactics of schoolmasters have often proved surprisingly successful in after life. In short, encouragement of the creative power is considered the highest aim of education for a time when civilization is at its severest crisis.

The English Public School: A Symposium, Grant Richards, 1919, is edited by J. Howard Whitehouse. This summary of current English criticism of the schools is the outcome of the discussion aroused by Mr. Waugh's "Loom of Youth." Sir Sidney Olivier writes on the "Truth about the Public School"; Professor Oscar Browning, on "The Public Schools versus the Day Schools"; R. H. Tawney, on "The Public Schools and the Older Universities"; Arthur Ponsonby, on the "Public School Religion." Particularly valuable is the "Bibliography of Books Dealing with English Public School Life, with Descriptive and Critical Notes."

The Purpose of Education, Cambridge University Press, 1919, by St. George Lane Fox Pitt, is a new edition in which he devotes forty pages to "A Reply to Critics." It is an examination of the education problem in the light of recent psychological research—that is, at least, the author's description of it. He does not hold with Dr. Freud and his school to any great extent, though he recognizes the importance of their researches. The book is likely to provoke comment. For instance, the author devotes a section to the question of

money values, pointing out the undue importance generally attached to finance, in view of the obviously artificial nature of the subject. "The application of our minds to material considerations has, in proportion to our moral growth, been somewhat overdone, and a readjustment, a systematic coordination, has become necessary," he asserts. It will not be difficult to pick flaws in his reasoning in certain places, but his argument on the whole is ably presented. His view of the purpose of education is to indicate "the middle path" between the "inner life" and "environment."

Education for the Needs of Life, Macmillan, 1919, by Irving E. Miller, is a textbook on the principles of education for use in normal schools. Theory and practice are admirably correlated and the essentials presented in a practical way. Mr. Miller formulates the aim of education partly as assistance to pupils to attain right judgment, appreciation and control of the values of life; but more broadly to train the individual so that his interests harmonize with those of society and to bring society to bear upon the individual the highest and best fruits of civilization. The author gives his ideas of the methods by which these results may perhaps be attained.

The Curriculum, Constable, 1920, by Kenneth Richmond, cuts far away from the traditional. He deals with underlying principles and maintains that "the cult of 'subjects' in education is out of date. There is only one subject—knowledge; and only one object—free and active development." In his book he attempts to show how far the traditional curriculum will have to be modified to carry out this principle.

Education for Self-Realization, University of London Press, 1919, by F. Watts, is one of "The New Humanist Series." The author gives a résumé of "modern western educational theory." Much prominence is given to the work of John Dewey, who has not yet produced as pronounced an effect on education in England as in this country.

Two profound works on the philosophy of knowledge have appeared during the year, which have some bearing on the curriculum and education. Professor A. N. Whitehead's, **An Enquiry Concerning the Principles of Natural Knowledge,** Cambridge University Press, presents a radical reconstruction of our metaphysical views. He regards his work as a sort of introductory chapter to the study of physics. The book in its four parts successively deals with "The Traditions of Science"; "The Data of Science"; "The Method of Extensive Abstraction"; "The Theory of Objects."

The Intuitive Basis of Knowledge, Macmillan, 1920, is a translation of a work by N. O. Lossky, Professor of Philosophy at the University of Petrograd, on what he calls a "propæ-

deutic epistemology." His conclusions seem reasonably intelligible. Professor Lossky maintains that knowledge is a reality; that knowledge is essentially perception. The chapter on "The Universal and the Individual" will prove of interest to philosophically minded teachers.

ADMINISTRATION AND SUPERVISION

School Administrations and School Reports, Houghton, 1920, is a collection of his more important addresses by Paul H. Hanus. Professor Hanus, who came to Harvard in 1891 to teach education, is the Nestor of all teachers of the subject in this country. Each of the addresses represents years of thoughtful study on the educational problem treated. Though born in Germany, he is 100 per cent American, and his criticism of German education is as drastic as anything that has been written. Perhaps the most notable of the addresses is "Some Principles of School Administration."

Education and the General Welfare, Macmillan, 1920, is a textbook of unusual range and merit by Frank K. Sechrist. It is a textbook of school management written around the idea of the school as a part of community life and the individual child as the dominant interest of the school. Mr. Sechrist conceives of the schools as agencies for social betterment. The material has been used by him in his classes at the University of Cincinnati and covers many subjects of school law, hygiene and management. It is a book for teachers, however, rather than for supervisors and does give them some grasp and understanding of the problems they will meet. It goes beyond the usual range of such subjects in books in type, into psychology, explaining "Why Children Are Dull," "The Original Assets of Character Problems," "Factors in Self-Control," "Mental Developments Through Attitudes," "The Play Instinct in School Work," and many other topics of vital interest.

The English Elementary School: Some Elementary Facts About It, Longmans, 1919, is by A. W. Newton, formerly an inspector of the Board of Education. He says, "My treatment may be dull," but the author has made the subject interesting. It is both history and a guidebook, and tells of the types of schools, the makeup of school boards, the appointment of teachers, in short the whole administrative side of the subject. It is unburdened by useless statistics, or by false illusions, and enlivened by touches of humor. It is moderate and fair minded and touched with optimism. One very interesting chapter is on the Mundell Code, as the system of payments by results is called, by which the distribution of state funds was based upon the results of examinations passed. The system is no longer in use, though its influence is still felt.

Administration of Village and Consolidated Schools, Macmillan, 1920, by Ross L Finney and Alfred L. Schaefer, starts off with a punch in the first paragraph. "Democracy is surprisingly slow to realize its own implications," the authors say. "But in nothing have we been tardier than in our appreciation of education." The book views the work of the school superintendent as dynamic rather than static, and continually develops the idea that progress is normal and that superintendents should adapt themselves to it, rather than resist it. The deadly barrenness of rural life must be relieved; children should be kept in school, even if free food and clothing are necessary to keep them there. The poor must not be left to provide themselves such education as they can and the indifferent such education as they will. Democracy implies education for all. As a technical work for school superintendents the book is comprehensive and should prove valuable. The relations of the superintendent to teachers and others with whom he comes into official contact are outlined with sufficient clearness; the need of adapting the school to the child is emphasized, and the business side of school administration is discussed at some length.

A Handbook for Rural School Officers, Houghton, 1920, by N. D. Showalter, president of the Washington State Normal School, is written especially for the tens of thousands of rural school trustees and deals with their opportunities and functions in a large way. The appendix contains practical helps: a list of books for further reading, score cards, rating sheets and suggestions for trustees and community meetings.

The Consolidated Rural School, Scribner's, 1920, is edited by Louis W. Rapeer, by whom most of the book was written, but six other authorities have contributed chapters. It is a general treatise covering broadly the various phases of the subject.

Checking Schedule for Projected School Buildings, Bruce, 1919, by James O. Betelle, is a valuable little pamphlet for school officials in places where new construction is contemplated. It tabulates the many features of school buildings that are likely to be desired and that are so easily forgotten until too late to introduce them except at considerable expense. By checking up with this pamphlet school authorities can let the architect know definitely what they want before any work is begun.

The Junior High School, Harcourt, Brace & Howe, 1920, by L. V. Koos, professor of secondary education in the University of Minnesota, is one of the first textbooks in the field. The book enters into a comprehensive discussion of the subject, beginning with the history of the movement for a reorganiza-

tion of school work up to and including the high school and devoting considerable space to the prospective advantages of the junior high system. It is explained that the junior high school will help retain pupils since it will make possible the offering of work which will interest those who otherwise would leave school. Economy of time, vocational aid and betterment of conditions for teachers are also shown as probable results. Courses of study are outlined, and some stress is laid on the importance of work in community civics. Economics and sociology should be presented, the author holds, but not as a separate course. School officials are cautioned against the assumption that the probable careers of pupils can be determined at junior high school age, and against making study divisions in the programs too definite. The style of the book is technical, and as accompaniments to the text certain interesting graphs and tables are introduced.

TEACHING METHODS

General Methods of Teaching in Elementary Schools, Ginn, 1910, is by Samuel Chester Parker, whose well known "Methods of Teaching in High Schools" has for many years been a standard book. This new book is planned for use in elementary training classes. The author believes that instruction should be adapted to contemporary needs, that methods should be based on psychological principles and that the conduct of teaching should follow the principles of scientific business management. The material in this book has been tried out in part in an Ohio State Normal School and in the University of Chicago. The illustrations are varied and interesting and show school activities and methods of work. The book is a valuable compendium of modern tendencies.

The Classroom Teacher, American Book, 1920, by George D. Strayer and N. L. Engelhardt, aims to be a book of practical value to all who are engaged in educational work. Problems of wide range are given definite and specific treatment. Educational organization, the classification and progress of children, measurement of pupil achievement, school health, records and reports, the school plant and equipment and similar matters of technical interest are treated.

Teaching by Project, Macmillan, 1920, by Charles A. McMurry, has created a stir in the educational world and reviews have been almost uniformly favorable. Dr. McMurry holds that there are two types of projects in which children may be interested—first, those directly related to their own affairs, such as the building of a bird house or homemade telephone, and second, those of other persons which have sufficient application to the pupil's own affairs to arouse his inter-

est. As examples of complete projects, the author shows how the process of making a garden is carried out; and having made a garden, the children are next ready to make a city. The national capital is then described as a complete project. "How do we know that children . . . can do this kind of progressive thinking?" the author queries, after discussing various projects for class presentation. "First, because we have traveled over this road with children and have seen others traveling the same road, and second, because it is in its nature a much easier road to travel with children than the abstract road usually taken." He urges that teachers encourage children in freedom of expression and his final word is a plea for the dynamic as against the static conception of learning.

The Project Method in Education, Badger, 1919, by Mendel E. Branom, is a discussion of project methods rather than an exposition of them, though that feature is not neglected. Its style is rather technical and its appeal is rather to the theorist in education than to the teacher who will put project methods into use. It does not analyze and describe specific projects in the popular manner of Dr. McMurry's book. Nevertheless, it should have its value to the teacher interested in work of that character.

Socializing the Three R's, Macmillan, 1919, by Ruth Mary Weeks, seeks to strengthen the social fabric by improved methods of education to cultivate imagination and sympathy. The author advances some interesting ideas in education. She believes that compulsory reading of classics should be scrapped and that children should be encouraged instead to read those works of real literary merit in which they are actually interested. She would adapt arithmetic to ordinary practical ends and make it interesting through the means of mock stores and discussion of actual problems. In history, she would devote some attention to the manner of living of the common people of each epoch instead of to the wars of kings. Art, social play and manual training should all have their place in education. The author hopes that democracy will be the solvent of social ills and that education is the means by which democracy can best be attained.

Teaching: Its Nature and Varieties, University Tutorial Press, 1919, by Benjamin Dumville, attempts to analyze the processes of teaching in all subjects and to examine into the nature of teaching itself. The whole subject is viewed from the standpoint of psychology, that teachers may have the clearest possible idea of the fundamental nature of their work. It is a straightforward attempt to apply psychology to every phase of teaching.

COLLEGE TEACHING

College teachers have generally believed themselves to be above and beyond any further teaching. Were they not specialists in their field and had they not divided fields of knowledge within the university into water-tight compartments within which each kept himself, considering it unethical and improper to venture an opinion as to what might be in some other water-tight compartment? The great mass of educational literature is on the training of little children. Within a decade the high school curriculum has received some attention from psychologists and investigators, but the literature dealing with methods of college and university instruction is still meagre. The result has been, as Professor Klapper tells us, that "elementary school teaching is on a relatively high plane, that secondary school teaching is not as effective and that collegiate teaching, with rare exceptions, is ineffective and in urgent need of reform."

College Teaching, World Book, 1920, edited by Paul Klapper, is the most valuable contribution yet made to the subject. Professor Klapper tells us that "there exists among college professors an active hostility to the study of pedagogy; and that they feel that one who knows his subject can teach it." He has selected for their progressive attitude thirty-one professors and presidents representing nineteen universities and colleges, given them an outline to follow and from their contributions produced a notable book. The book has greater unity than such symposia usually have, due to its able editorial direction. But the contributions are of very unequal merit. They fall into six groups. The introductory chapters, by Professor Duggan on "The History and Present Tendencies of the College," by Professor Mezes on "Professional Training for College Teaching," by Professor Klapper on "The General Principles of College Teaching," are notable, even monumental. The remainder of the contributions have to do with the teaching of special subjects, each by a specialist in the field. Many of them show that subject matter is still a great desideratum. The method is informative only, mechanical and medieval. For many of these professors, the end of college teaching is knowledge, not development of initiative or steadiness of self-directed purpose. But there are broader and more hopeful views. One says, "The exclusive lecture system is intolerable and the same is true of the quiz." Most stimulating to a teacher of any subject is Professor Galloway's discussion of "The Teaching of Biology." His ideal is that "the life sciences, broadly conceived, are basal to all departments of knowledge," and that of the three needs of the student—cultural, applied and propædeutic, "the general

human needs should have first place in organizing the courses in biology." With all its shortcomings, this is a book to be welcomed with joy as presaging a new attitude and new mental life for the universities.

The Young Man and Teaching, Macmillan, 1920, deals broadly with the subject of college and school teaching. It is one of the vocational series covering the professions and is by the late Henry Parks Wright, professor and dean at Yale from 1894 to 1909. It is filled with homely practical counsel and bright with anecdote. The objections to the profession are discussed frankly enough—the inadequate compensation, the social disadvantages, the dependent position of the teacher are all mentioned, but there is no mention of the growing tendency of school and college officials to censor the expression of opinion of teachers, a practice which is rapidly becoming one of the real problems of the profession and one of the chief concerns of the Association of American University Professors. Dean Wright's exhortation to the prospective teacher is an appeal to the altruism of youth to be of service to the community. But good intentions are the most common thing in the world; good results are rare. Of special interest is the final chapter giving brief biographies of the great American private school masters.

VOCATIONAL EDUCATION

Principles and Methods of Industrial Training, Houghton, Mifflin, 1919, by William H. Dooley, is an eminently practical book—so much so that in its advice on English instruction it even lists the five types of letters that people should know how to write. These are letters to relatives, to apply for jobs, to the employer after the job is obtained, to public officials and to newspapers. The book is designed for use in teacher training classes and a feature that should be valuable is the tabulation, in an appendix, of courses of study desirable as preparation for various occupations.

Vocational Education, Macmillan, 1920, is a new volume on this subject by Dr. David Snedden. Dr. Snedden's views on the subject are well known from his previous publications and numerous addresses. This book is devoted primarily to a discussion of current problems and is neither historical nor descriptive in its scope. Among the topics treated are: the relation of vocational to general education; the need for improvements in methods of vocational training; some discussion of methods in agricultural, commercial, industrial, professional and homemaking education; training of teachers for vocational schools and the economic future of American women

The Man of Tomorrow, Crowell, 1920, is a book on vocational guidance for young men by Claude Richards. Eighteen chapters are devoted to various callings and the qualifications necessary or desirable. It is a well written, practical book, a little above the level of volumes usually put forth on such subjects.

The Human Factor in Education, Macmillan, 1920, is a series of twenty-four stimulating essays by James Phinney Munroe, vice-chairman of the Federal Board for Vocational Training. While the subjects of the essays, like Dr. Munroe's experience, have a broad range, similarly they tend toward vocational subjects. Dr. Munroe is a severe critic of the purblind policy that hesitates about expenditure for education, which he considers the most important and serious business of the nation. He argues for the dignity that should attach to those functioning in the development of the child mind and the making of the future citizens. He advances the idea of a "national service year" for all citizens from sixteen to twenty-five. The purpose would be only indirectly military, but would include physical, ethical and vocational training. The book closes with some chapters on the training of war cripples and jobs which handicapped men can fill. The author holds that the great questions confronting the country are human questions—immigration, industrial efficiency, labor relations—and that they must be solved by bringing intellectual force to bear on them rather than by allowing matters to drift.

Essays on Vocation, Oxford University Press, 1919, is a small book which includes eleven essays on such topics as vocation in law, art, industry, commerce, education and medicine by such recognized authorities as Sir William Osler, Sir Ernest Pollock and H. Walford Davies, edited by Basil Matthews. The point of view of the Christian religion is emphasized throughout.

Teaching Manual and Industrial Arts, Manual Arts Press, 1920, by Ira S. Griffith, is written from the point of view of the psychologist and directs attention to the psychological factors in such education. A chapter of special value to the teacher is that on "Class Discipline and Management," in which the psychological aspects of class-handling are brought out largely through the means of specific instances.

Farm Woodwork, Bruce, 1919, by Louis M. Roehl, is designed for use in farm shop courses in agricultural schools. Directions are given for making many kinds of wooden farm equipment, such as wood boxes, hayracks, orchard ladders, etc.

Applied Science for Wood Workers, Ronald Press, 1919, by William H. Dooley, teaches such facts of physics, chemistry and engineering as are likely to be needed by persons em-

ployed in the woodworking trades. There are numerous illustrations. It should prove valuable in technical, industrial, apprentice and continuation schools.

Applied Science for Metal Workers, Ronald Press, 1919, by William H. Dooley, has much matter which is identical with the author's "Applied Science for Wood Workers" in the way of physics, chemistry and engineering, but there are appended useful chapters on metal working, machine shop practices, etc., of specific value to metal workers.

Vocational Agricultural Education by Home Projects, Macmillan, 1920, by Rufus W. Stimson, is a handbook for teachers of agriculture. An interesting sidelight is thrown upon his work by his contention that dormitories and agricultural schools do not belong together, and that "vocational agricultural pupils should, from the first moment, be looked upon and treated primarily as farmers. Living and working on farms, preferably not school farms, throughout the course of training, is regarded by the author as the most to be desired. The hours are farm hours, the food, farm food." His idea of such education is to develop "gentlemen of the old school and farmers of the new."

Principles of Agriculture for High Schools, Macmillan, 1919, by John H. Gehrs, is inspired by the author's realization that agricultural production is decreasing, relative to the increase in population, and that some means of improving production must be sought. In a book of this character, naturally only a bare allusion is made to the decline in farm population; its aim is to keep young people on the farm by showing them how farm work can be made profitable and interesting. The book contends, however, that large farms can be more productive than small, and that a small farm population can feed the nation if the land is properly employed. The social implications of a small group of great landowners on the one hand and large populations of dispossessed people in the cities on the other are not considered. As a textbook of scientific agriculture, however, the book is well arranged and packed with interesting material.

MUSICAL EDUCATION

The Value of Music in Education, Badger, 1916, by Rose Yont, contains a great amount of material dealing with the extent to which music is included in the curricula of public schools, normal schools, state universities and colleges The author believes that much overwork and lowered vitality of children is derived from the attempt to teach music in addition to school work. It is the author's idea that the training of artists is quite as important as the training of scholars and

that school and college work should be altered to such an extent as may be necessary to make this possible.

An Introduction to School Music Teaching, C. C. Birchard, 1919, by Karl Wilson Gehrkers, devotes considerable attention to the question of the aim of musical training. Music can be of value to the physical and mental health, provide excellent intellectual training, is of value as a socializing force, and aids in the worthy use of leisure. There is also a chapter on appreciation as an aim in music study.

The Psychology of Musical Talent, Silver Burdett, 1919, by Carl Emil Seashore, a scientific study of musical ability, is essentially a pioneer work in this field. It will be of value in vocational and avocational guidance. Its account of new appliances to be used in testing the sense of time, pitch, rhythm, and the like will be of interest alike to teachers of music and to laboratory psychologists. The closing chapters discuss musical memory, intellect, feeling, imagery and imagination. Auditory imagery the author finds is almost inextricably tied up with motor sensations and motor imagery.

RELIGIOUS EDUCATION

A National System of Education, Doran, 1920, by Walter Scott Athearn of Boston University, is mainly concerned with a proper correlation of education with religious training. The principle of complete separation of church and state places the problem squarely before educators. The author contends that it is the duty of all religious organizations to send children to the public schools, but does not expect that the Protestant, Jewish and Catholic churches will in the near future be able to operate a common system of religious schools.

Moral and Religious Education, Longmans, 1920, by Sophie Bryant, is a volume in the Modern Educators' Library, edited by Dr. A. A. Cock. It offers counsel in teaching morality and religion through faith, by direct appeal to self-respect, reason, sympathy and common sense. Some of the chapter titles are suggestive: "Self-Liberation by Self-Realization," "The Moral Ideal," "The Religious Ideal," "The Reasoned Presentment of Religious Truth." The second part of the book contains material, model lessons and topics for Bible study.

The School in the Modern Church, Doran, 1919, by Henry F. Cope, is a series of discussions of Sunday school problems that have actually developed, with suggestions for improving and increasing the influence of church schools.

What Did Jesus Teach? Macmillan, 1919, by Frank Pierrepont Graves, offers no problems to the upholders of orthodoxy. The author's assertion that Jesus did not concern himself with the abuses of the day would appear to take small account of

the famous speech in Matthew, considered by some authorities the most authentic in the New Testament, or of the episode involving the money changers. The author's declaration that Jesus held wealth justifiable when it ministers to the public good will arouses little opposition, but it has a similarity to views advanced some years ago by the late Mr. Baer.

The Aims of Teaching in Jewish Schools, Hebrew Union College, 1919, by Rabbi Louis Grossman, is styled by President G. Stanley Hall "the best treatise on religious pedagogy that has anywhere yet appeared." *The Educational Review*, however, contends that the writer is not sufficiently in touch with present public school methods and that he has also failed to realize the progress of the last two decades in psychology. The book deals with moral rather than religious education.

HISTORY

Only within the last few years have we generally realized that however history may pretend to be the politics and economics of the past, it is almost certain to be, in its inspiration, propaganda of the present. Historical writers, generally speaking, have been propagandists, arguing more or less subtly for conservatism or liberalism, for America or England or Germany. Absolutism, nationalism, capitalism have each required their own interpretation of history, and historians have met the requirements. The modern endeavor to make history scientific and objective has not wholly altered the tendency and may not for some time.

H. G. Wells in **The Outlines of History,** Newnes, 1920, has produced an entirely new kind of history. It, too, is propaganda, but instead of being in the interest of a class or a nation, it is to promote the idea "that men form one universal brotherhood, that they spring from one common origin, that their individual lives, their nations and races, interbreed and blend and go on to merge again at last in one common human destiny upon this little planet amidst the stars." If anyone can do this better than H. G. Wells, the field is open, and he has at least shown the way and some errors to be avoided.

Mr. Wells' book will be greeted in academic shades with lifted brows. Trained historians will be critical. But it is a human story he has to tell, it is human affairs he has to interpret, and possibly the training of the novelist may lend something to the task of insight and interpretation. If Wells lacks knowledge of minutiæ, he has the broad view. But Wells associated with him some of the best trained minds in England—Gilbert Murray, Ray Lankester, Harry Johnston and Ernest Baker, who read the manuscript, and he says, "between

them they made me change the manuscript in more than 300 points."

Wells paints with a broad brush as in the giant frescoes of Renaissance art. Of "this little planet from the cooling of its elements out of a nebula," through the swift impressionistic record of prehuman life, the vivid tale of prehistoric man, he sketches the development of the races, not "devoid of traces of the propaganda for the white race and the dolichocephalic blond in particular."

The origin of Mediterranean civilization, the rise of the Aryans behind the northern inland sea are suggested, and then we are rushed through the geologic era in which Europe takes form and the inland sea is dried up, opening passages for the Aryan marauders into India, Greece and Italy. "Half the duration of human civilization and the keys to all its chief institutions are to be found before Sargon I." If Greece is slighted, if Rome is discounted, China, Buddhism and Islam are well presented. The world scene passes before us as in the "movies." We hear the reindeer roar where Paris roars tonight; we see the Babylonian hawker spreading his wares before the Egyptian ladies; we see the modern Cretans a thousand years before Homer, bull fighting as in Spain today; we witness Cæsar's dalliance with Cleopatra.

The book has made a great splash in England as well it might, though there have been criticisms which impress one as mostly captious. E. M. Forster in the *Athenæum* calls it "A great book; a possession forever, for the ever of one's tiny life." Chesterton quarrels with Wells' Darwinism, but admires the book's "astonishing scope and its admirable proportion. . . . There is something like good stage management and more like grand strategy, in the way in which the pageants of archaic empires and alien religions wheel into position or pass into order." Published originally in installment parts it has now been produced complete in one volume in England and is to be brought out in two volumes by a New York firm. Everyone interested in the human race should read it.

History of the United States, Henry Holt, 1919, by Emerson David Fite, brings the story through the world war. Although the author has made an effort to reduce the space given to military campaigns and to stress economic and industrial progress, there is still plenty of war in the book.

The Study of Nations, Houghton, Mifflin, 1919, by Harriet E. Tuell, holds that the best way to interest children in history is to begin the study with something they already know and are interested in—for example, in Russia, the Kerensky and Bolshevik revolutions. Present conditions, in short, are viewed first, and historical material is then introduced to

show why the nations exist in their present form and from what they have developed.

CIVICS AND GOVERNMENT

In **The Community Center,** Silver, Burdett, 1920, L. J. Hanifan presents some of the more important problems, particularly those of rural social life and offers suggestions as to how the school, as a community center, may contribute to their solution. The author has had experience in carrying out just this work so that his program is concrete and practical.

Organized Self-Government, Holt, 1920, by Edgar Dawson, is intended "to inspire a respect for organized cooperation through government and a willingness to do one's part in it." It deals with government as a living, functioning thing, not a mere anatomical form.

Education and Citizenship and Other Papers, Putnam, 1919, by Edward Kidder Graham, is made up mainly of reprints of addresses or articles for southern educational journals and is of local rather than general interest.

Origin of Government, Blackwell, Oxford, 1919, by Hugh Taylor, is an interesting work based on the Darwinian theory. The author shows that the origin of government was in the self-assertion of the strongest, inseparable from the nation's origin in war. Government, in short, is part of the machinery of natural selection; it is the effort of the social organism to protect itself, and is not inconsistent with a final end of protecting the individual. The advent of democracy has not materially changed conditions, Mr. Taylor holds.

ENGLISH

The Philosophy of Speech, Macmillan, 1920, by George Willis, treats of speech as an organic thing, which has grown from the time of the cave man. Etymology, as Mr. Willis sees it, is a fascinating and vital subject, and he has made a most readable book. Approaching the subject from a broad biological standpoint, speech is for him merely a means of communication or mode of expressing thought and formal grammar an artifact. His views on correct speech and education are stimulating. He would have boys study Latin for its etymological value and advocates study of the late Latin from which the French and English words were derived. This recommendation will of course arouse a storm of derision.

Linguistic Change, Chicago University Press, 1920, by E. H. Sturtevant, is a popular presentation of the story of how language grows. It is a readable and interesting book.

A History of Modern Colloquial English, Unwin, by Professor H. C. Wyld, is a scholarly research into the origin of modern

English. He shows how London English, a southern dialect, came to be adopted as Court English and so Standard English. Chaucer merely used the Court speech of his day enlarging and enriching it, fixing a model for literary use.

Word Study for High Schools, Macmillan, 1920, by Norma Lippincott Swan, is another attempt to get word study into educational society. There is a rather interesting section on the growth of the English language, and the lists of common mistakes in pronunciation, solecisms, etc., will probably be useful.

Writing Through Reading, Atlantic Monthly Press, by Robert M. Gay of Simmons College, is a book for teachers and those who would be self-taught in writing English. It deals wholly with the technical ideas being given and how to put them into words. Methods and exercises of retelling another person's thoughts are given—in dictation, translation, paraphrasing, condensation, imitation.

Our Living Language. How to Teach It and How to Use It, University Publishing Co., Chicago, 1920, is by Howard R. Driggs, author of "Live Language Lessons." His vigorous, common sense methods have produced and should produce a considerable effect on the teaching of English and should be an inspiration to teachers to get away from the stilted, priggish, artificial attitudes that have so much prevailed. "This American language," he says, "organic with our life, vibrant with our thought and feeling, thrilled with our history, is the language that must be taught in our schools." He insists on the obvious and common sense view so generally overlooked, that young people talk and write best about things in which they are interested, that in order to develop power of expression in English, these things should be taken into account.

SCIENCE

The Science of Everyday Life, Houghton, 1920, by Edgar F. Van Buskirk and Edith Lillian Smith, attempts to apply the project method of teaching to the scientific treatment of the air we breathe, the homes we live in, the water, foods and machines we use.

Science of Home and Community, Macmillan, 1920, is a textbook on general science that will make a strong appeal to boys and girls. It is eminently practical, dealing with the commonplace in a most interesting way. The lighting of the home, musical instruments, phonographs, electrical applications, the garden and the farm, will have a deeper meaning and greater interest to those who have used this book. The trolley, the automobile, the submarine, the airplane, the telephone, insects and disease, are well handled. The illustrations are especially educative.

Physics, Blaikiston, 1920, by Willis E. Tower, Charles H. Smith, Charles M. Turton and Thomas D. Cope, is a textbook for high schools. The authors state their principal purpose to have been a presentation of physics in a way better adapted to pupil comprehension than is usual; whether they have succeeded can best be determined by test, but the chapter on mechanics, usually a stumbling block, would appear to be put in easily understood form. The book does not cover the developments of the last decade in physics as fully as might be wished, however, and Einstein is not even mentioned.

Realities of Modern Science, Macmillan, 1919, by John Mills, presents in a broad way the fundamental concepts of physical science. The history of the development of modern methods of research is followed by chapters on the modern developments of physics and chemistry, all treated in an interesting and not too technical way.

Everyday Chemistry, American Book, 1920, by Alfred Vivian, is a high school textbook which deals interestingly with the chemistry of everyday things. Especial emphasis is put on household economics and agriculture. Many of the traditional subjects of chemistry are omitted to make room for the more practical. Three fifths of the book are given to practical chemistry of organic substances.

Experimental Organic Chemistry, World Book, 1920, by Augustus P. West, combines textbook and laboratory manual, with the expectation that the student will consult the text often in the laboratory. Such a combination, however, has its disadvantages as well as its advantages.

Zoology, World Book, 1920, by T. D. A. Cockerell, is for college and university use and is rather more inclusive than a mere textbook. The purely technical subject matter of zoology is covered entertainingly; the descriptions of animals are more complete than usual, and interesting chapters on arctic and tropical life are included. The book has in addition an adequate summary of the implications of the evolutionary theory and devotes considerable space to biographical matter. There is an interesting chapter on eugenics, but perhaps the most thought provoking part of the work is the essay on sociology from the biologist's point of view. The author recognizes social progress as a part of organic evolution, and expects an increasing socialization of activities.

MATHEMATICS

A History of Mathematics, Macmillan, 1919, by Florian Cajori, is a revised and enlarged edition of a work originally published in 1894. The mathematics of ancient and semi-civilized peoples are given full recognition, but nearly half

the book is devoted to the progress of the 19th and 20th centuries, during which period the ideas of the older mathematicians have been subjected to continuous probing and question. Chapters are included on non-Euclidean geometry and on the mathematical aspects of the theory of relativity. The book is, of course, primarily for mathematicians, and the non-technical reader, though he will find much of interest, will likewise find a great deal that is baffling.

General Mathematics, Ginn, 1919, by Raleigh Schorling and William D. Reeve, combines the elements of algebra, geometry, trigonometry and analytics. The authors have endeavored to minimize formalism and have given space to the use of the slide rule, a matter regarding which most students of mathematics are likely long to remain ignorant.

Correlated Mathematics for Junior Colleges, University of Chicago Press, 1919, by E. R. Breslich, includes college algebra, analytic geometry and some differential calculus. It is the fourth of the author's series of textbooks of mathematics, and like the others is based upon his idea of associating mathematical topics which are closely related.

Modern Junior Mathematics, Gregg, 1920, is by Mary Gugle of the Columbus, Ohio, public schools. The first book is for the seventh grade and deals chiefly with business arithmetic. The second book deals largely with mensuration and plain geometry. The third book is yet to appear. The purpose of these volumes is to unify the teaching of arithmetic, algebra and geometry and to show their practical applications.

Fundamentals of High School Mathematics, World Book, 1919, by Harold O. Rugg and John R. Clark, like many textbooks of the present day, is an effort to bring high school mathematics into touch with the affairs of life, in order that the boy or girl who will not go to college may derive some benefit from them. Its most notable contribution, perhaps, is a chapter on the collection and correlation of data and its illustration of the use of graphs.

Applied Arithmetic, Books 2 and 3, Lippincott, 1920, by N. J. Lennes and Frances Jenkins, is an attempt to adapt the typical school arithmetic of the first four grades to more definite practical purposes than has been usual in textbooks.

Number by Development, Lippincott, 1919, by John C. Gray, is a method of number instruction in three volumes, respectively for the primary, intermediate and grammar grades. It is a guide for teachers, designed to help them over rough spots in presenting arithmetic to graded school classes.

OTHER BOOKS RECEIVED

BALL, KATHARINE F., and WEST, MIRIAM E. Household Arithmetic. Philadelphia, Lippincott, 1920.

BEST, HARRY. The Blind. New York, Macmillan, 1919.

BLANCHARD, PHYLLIS. The Adolescent Girl. A Study from the Psychoanalytic Viewpoint. New York, Moffat, Yard, 1920. *Interprets the specific problems of girlhood from the standpoint of the new psychology.*

BLANTON, MARGARET GRAY, and BLANTON SMILEY. Speech Training for Children. New York, Century, 1919.

BOLENIUS, EMMA MILLER. Fifth Reader. Sixth Reader. Boston, Houghton, 1919. *Interesting stories children like to read.*

BOORMAN, W. R. Living Together as Boys. New York, Association Press, 1919. *Discusses the advantages of camp life.*

BUCKHAM, JOHN W. Progressive Religious Thought in America. Boston, Houghton, 1919.

BUDDEN, CHARLES W. The Way of Health. Boston, Pilgrim Press, 1920.

BUISSON & FARRINGTON. French Educational Ideals of Today. Yonkers, N.Y., World Book, 1919.

BURGER, W. H. Boy Behavior. New York, Association Press, 1919. *Modern in its point of view, suggesting psychoanalytic treatment.*

BUTLER, H. E. The Sixth Book of the Æneid. London, Blackwell, 1920. *Eighth volume in the series "Virgilian Studies."*

BUZZA, G. KESSEN, and HURT, E. E. La Langue Francaise. London, Murray, 1920.

CALVERT, C., and HENDERSON, B. L. K. Days of History. London, Methuen, 1919.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. The Professional Preparation of Teachers for American Public Schools. 1920.

CHAMBERLAIN, A. H., and CHAMBERLAIN, J. F. Thrift and Conservation Philadelphia, Lippincott, 1919.

CHELEY, F. H. Stories for Talks with Boys. New York, Association Press.

CORSON, OSCAR T. Our Public Schools, Their Teachers, Pupils and Patrons. New York, American Book, 1920.

DICKINSON, MAY BLISS. Children Well and Happy. Boston, Phillips.

DUNCAN, C. S. Commercial Research. N.Y., Macmillan, 1919.

EGGLESTON, MARGARET W. The Use of the Story in Religious Education. New York, Doran, 1920.

ELSON, J. C., and TRILLING, BLANCHE M. Social Games and Group Dances. Philadelphia, Lippincott, 1919.

EVENDEN, E. S. Teachers' Salaries and Salary Schedules. National Education Association, 1920.

FAIRBANKS, HAROLD W. Conservation Reader. Yonkers, N.Y., World Book, 1920. *A book for children on the folly of wasting natural resources.*

FISCHER, LOUIS. Health Care of the Growing Child. New York, Funk & Wagnalls, 1919. *A parents' guide.*

FORBUSH, WILLIAM BYRON. Character Training of Children. New York, Funk & Wagnalls, 1919. 2 vols. *A guidebook for parents.*

——— Home Education of Children. New York, Funk & Wagnalls, 1919. 2 vols. *Child problems from babyhood through school.*

——— The Sex Education of Children. Funk & Wagnalls, 1919.

GARDNER, EDWARD H. Constructive Dictation. New York, Gregg, 1919.

GOULD, F. J. Auguste Comte. New York, Watts, 1920.

GREENWOOD, ARTHUR. The Education of the Citizen. A Study of the Proposals of the Adult Education Commission. London, 1920.

GULICK, LUTHER H. Philosophy of Play. New York, Scribner's, 1920.

HAITHCOX, HENRY C. Man and His Education. Boston, Badger, 1919. *Written wholly from the religious point of view.*

HAMILTON, SAMUEL. Essentials of Arithmetic. American Book, 1919.
HILL, LAWRENCE S. Syllabus and Manual of Physical Training for Public Schools. Albany, N.Y., N.Y. Education Co., 1919.
HOFFMAN, HORACE A. Everyday Greek. Univ. of Chicago Press, 1919.
HUGHES, JAMES L. Adult and Child. Syracuse, N.Y., Bardeen, 1920.
KITCHENER, E. E. Exercises in English Composition. Lond., Murray, 1920.
LAING, GRAHAM A. Introduction to Economics. New York, Gregg, 1919.
LARSIMONT, JOSEPH. La Belgique Triomphante. World Book, 1919.
LEAVITT, FRANK M., and BROWN, EDITH. Elementary Social Science. New York, Macmillan, 1920. *Fundamentals of economics.*
MCMILLAN, MARGARET, and VARIOUS EDUCATIONISTS. Nursery Schools. A Practical Handbook. London, Bale, 1919.
MATTHEWS, BRANDER. An Introduction to the Study of American Literature. Revised Edition. New York, American Book, 1920.
MORGAN, R. B. Exercises in English Grammar. London, Murray, 1920.
MURRAY, E. R., and SMITH, HENRIETTA BROWN. The Child Under Eight. New York, Longmans, 1919. *In "The Modern Educator's Library."*
NEUFELD, J. L. Elementary Algebra. Philadelphia, Blakiston, 1920.
NUTT, HUBERT WILBUR. The Supervision of Instruction. Boston, Houghton, 1920.
OLDHAM, STANLEY R. Laboratory Manual of English Composition. Yonkers, N.Y., World Book, 1920.
O'SHEA, M. V. Trend of the Teens. Chicago, Drake, 1920. *A book for parents and teachers, largely concerned with the sex problems of adolescence.*
OWEN, TUDOR. The Child Vision. Manchester University Press, 1920. *An interesting experiment in promoting self-expression in composition.*
PARKER, DEWITT H. The Principles of Esthetics. Boston, Silver, Burdett, 1920.
PAYNE, E. GEORGE. Education in Accident Prevention. Chicago, Lyons and Carnahan, 1919.
PLATT, WILLIAM. The Joy of Education. London, Bell, 1920.
RIPMAN, WALTER. First English Book. New York, Dutton.
RITCHIE, JOHN W. Primers of Hygiene, Physiology, Sanitation. Yonkers, N.Y., World Book, 1920.
RUSSELL, WILLIAM F. Schools in Siberia. Philadelphia, Lippincott, 1920.
SARGEAUNT, JOHN. Trees, Shrubs and Plants of Virgil. London, Blackwell, 1920.
SIMPSON, J. H. An Adventure in Education. London, Sidgwick & Jackson.
STODDARD, WILLIAM LEAVITT. Everyday English Writing. New York, Macmillan, 1919.
TIDYMAN, WILLARD F. Teaching of Spelling. Yonkers, World Book, 1919.
TODD, ARTHUR JAMES. The Scientific Spirit and Social Work. New York, Macmillan, 1919.
TOWER, W. E., SMITH, C. H., TURTON, C. M., and COPE, T. D. Physics. Philadelphia, Blakiston, 1920.
TURNER, J. E. An Examination of William James' Philosophy. London, Blackwell, 1919.
VEAL, RONALD TUTTLE. Classified Bibliography of Boy Life. New York, Association Press, 1919.
VOSBURGH, WILLIAM LEDLEY, and GENTLEMAN, FREDERICK WILLIAM. Junior High School Mathematics. New York, Macmillan, 1920.
WEBSTER, EDWARD HARLAN. Effective English Expression. Newson, 1920.
——— English for Business. New York, Newson, 1920.
WHIPPLE, GEORGE CHANDLER. Vital Statistics. An Introduction to the Science of Demography. New York, Wiley, 1919.
WILLIAMS, JESSE FEIRING. Healthful Living. New York, Macmillan, 1919. *A high school textbook. Information applied to daily life.*
WOODS, ALICE. Advance in Coeducation. London, Sidgwick & Jackson, 1919. *A symposium contributed by English leaders in the movement.*
WORST, EDWARD F. Industrial Work for the Middle Grades. Bruce, 1919.

CRITICAL DESCRIPTION OF

SCHOOLS AND SUMMER CAMPS

The order of arrangement of schools under each classification is by states, geographically, from Maine to California.

In each state a geographical order is followed, taking the schools in geographical proximity together.

In the Comparative Tables and Supplementary List of Schools, under each state the schools are arranged alphabetically, for convenience of reference.

The Table of Contents, the Index of Schools and the Index of Summer Camps, make it easy to find any institution in the Handbook.

For School and Camp Information and Catalogs Write Mr. Sargent, 14 Beacon Street, Boston.

Consultations by Appointment.

BOYS' SCHOOLS

NEW ENGLAND

MAINE

Wildwood Winter School, Rockwood, was opened in 1919 by Sumner R. Hooper, A.B., Harvard '95, of Camp Wildwood, on a stock farm on Moosehead Lake. It is primarily to promote the health of its boys, at the same time giving them individual intensive work under skilled instructors. Edwin K. Parker, B.Sc., Amherst, is the head master. **See page 715.**

The Abbott School, Farmington, reopened in the fall of 1920 under the head mastership of Moses Bradstreet Perkins, A.B., Dartmouth. Mr. Perkins was for ten years on the faculty of Phillips Exeter and in 1917 reorganized Lawrence Academy, Long Island, where he continued as head master for three years. He is interested in outdoor sports and has acted as coach in football, tennis and hockey. The school originated in 1844 with the father of Lyman Abbott and was formerly known as the Little Blue School. Since 1902 it has been the property of George D. Church now registrar of Worcester Academy. The equipment is excellent, and individual attention and thorough work may be expected. **See page 656.**

The Portland Day School, 169 Danforth St., Portland, established in 1915 by Rev. George F. Degen, was taken over in 1917 by the present head master, Harold D. Oliphant, who is eminently successful with boys. Boys are received as young as nine and are prepared for college.

NEW HAMPSHIRE

The Phillips Exeter Academy was founded by John Phillips, who, stirred by the immediate success of Phillips Academy at Andover, founded by his brother and his nephew, established The Phillips Exeter Academy in his home town in New Hampshire. It was incorporated by the legislature in 1781 and was formally opened early in 1783.

Benjamin Abbot, the second principal, ruled over the institution with great power and wisdom for the term of fifty years. He had been trained at Andover under Principal Pearson, graduated from Harvard in 1788, and came immediately to Phillips Exeter where he became perhaps the most famous of all the early academy teachers. "Little Daniel Webster came to him for schooling in 1796. Edward Everett finished his preparation for college here, at the age of thirteen. Lewis Cass came to the school at the age of ten, a headstrong boy, fond of

pranks and of outdoor life; and here he remained for five years and made a very good record." In 1838 Gideon L. Soule, who had already been a teacher in the school for seventeen years, succeeded Dr. Abbot, and in 1872 the fiftieth year of his continuous service in the academy was celebrated.

Exeter's alumni number over eight thousand, representing every state of the Union and many foreign countries. No other school has given so many distinguished men to the nation. Forty years ago, at the close of the first century of her existence, Exeter numbered among her alumni "nine college presidents, including three of Harvard, fifty-two college professors, two hundred and forty-five teachers, thirty-six authors, five ambassadors, seven cabinet ministers, twenty-eight members of Congress, twelve governors of states, a long list of Federal and State judges, Army and Naval officers, and more than a thousand professional men." Such a contribution to the nation's assets must be due to the spirit of Exeter, which has not only attracted pupils of promise, but accounts for their fruitful development.

Exeter has always been characterized by a spirit of earnestness, sincerity and independence—dignity without pose or affectation. There is no veneering process at Exeter—that which is within is brought out. There is little of the paternal attitude. A boy must stand upon his own feet. He is put upon his honor.

The traditional saying that the academy has no rules until they are broken, although a humorous overstatement, still expresses the belief of the school that the boy's own conscience and good sense are in the main sufficient for right conduct. Rules relieve a boy of the responsibility of judging for himself. An alumnus recently asked what he considered the most signal benefit a boy derived from Exeter, replied, "Readiness to take responsibility." Thus the academy is today fulfilling the purpose of its founder "to learn them the GREAT END AND REAL BUSINESS OF LIVING." Education at Exeter, then, is not mere preparation for life. It is life.

Significant of the value of college preparation which Exeter gives is the fact that thirty Exeter men at Harvard in a recent year received fifty two A's and ninety six B's, both honor grades, and out of eighteen in the freshman class at Yale in the same year, eight were on the honor list. In college the Exeter man is found leading in college activities. In the major sports of the freshman class at Harvard, Yale, Dartmouth and Princeton, in two recent years, ten Exeter graduates have held the office of captain.

At Exeter there is a progressive spirit which accepts nothing as necessarily final in educational work. With all its rich traditions Exeter has never become moss grown. There was no

Theological Seminary as at Andover to hold it so strictly to orthodoxy, and its students continued to resort to the more liberal Harvard, and today Exeter remains to a marked extent a school preparatory to Harvard. There is more of the university atmosphere, of the freedom and the fostering of the individual at Exeter than at perhaps any other great American school. The atmosphere at Exeter is essentially democratic and thoroughly American. Not only does it attract over six hundred students from all over the country, but admission is in no way dependent upon class, color or wealth, or the lack of any of these. Each boy stands on his merits.

Exeter has a large endowment fund from which it gives annually a larger number of scholarships than any other secondary school. The effect of this has been to increase democracy and to raise the standard of scholarship. As at Andover the dormitory system is a relatively new feature. During its early history students were quartered in the houses of the townspeople, and something of this still survives, though in the last half century more dormitories have been erected, largely through the generosity of alumni, where the boy receives much the same supervision as in smaller schools.

"One of the most precious institutions of the country" was the characterization that former President Eliot of Harvard gave Exeter, and this invaluable position must be attributed to its long line of principals, who have been men of strong personality, above the pettiness which so often stigmatizes other schools. Not the least of these was Harlan P. Amen, who, coming to the principalship after "a period of executive laxness," in his eighteen years of office, by strong and sympathetic leadership, brought Exeter back to her ancient standards. Lewis Perry, A.B., Williams '98, A.M., Princeton, was elected principal in 1914, a post for which his previous experience as a master at the Lawrenceville School and as professor at Williams had prepared him. To meet the new demands on the secondary schools Exeter inaugurated for the first time in 1919 a regular summer session. In the past year an endowment fund of over a million has been raised. **See page 655.**

St. Paul's School, Concord, founded in 1855, marked a new trend in education in America. The economic development of the country and the increase in wealth had created a place for a new type of private school which should meet more nearly the requirements of a growing wealthy class who no longer wished for their sons the old type of democratic schooling. This need was first recognized by Dr. George Cheyne Shattuck, who in 1855 gave his estate near Concord for the purpose, as he expressed it in his deed of gift, "Of endowing a school of the highest class for boys, in which they may obtain an education

which shall fit them either for college or business, including thorough intellectual training in the various branches of learning, gymnastics and manly exercises adapted to preserve health and strengthen the physical condition, such æsthetic culture and accomplishments as shall tend to refine the manners and elevate the taste, together with careful moral and religious instruction."

The Rev. Henry Augustus Coit was called in 1856 by the trustees to the position of first rector of the new school. Dr. Coit, whose family name for two generations has been prominent in American education, had received his training under the Rev. William Augustus Muhlenberg, at whose suggestion he was later an instructor in the College of St. James, Hagerstown. Dr. Muhlenberg's school at College Point, L.I., which later became St. Paul's College, in its eighteen years' existence exerted a great influence on the future private schools in America, for among his pupils in addition to Coit were several future bishops who were later influential in organizing the earliest Episcopalian church schools of the parental type. At St. Paul's Dr. Coit entered upon a virgin field and during the formative years of the school he indelibly stamped his personality upon it. As Dr. Coit developed it the school showed the influence of his master, Muhlenberg, in its unreserved adoption of the "in loco parentis" theory. Combined with this was much from the English public schools which he had visited, freely adapted to new conditions, and inspiration was without doubt especially derived from Arnold's methods at Rugby. Dr. Coit was an able administrator and a keen student of boys and men. His career was marked by an unswerving adherence to lofty Christian ideals, and the strength of his success lay in his remarkable ability to inspire others with them. For nearly forty years, until his death in 1895, Dr. Coit was the head and heart of St. Paul's and made it one of the foremost of the American schools. Not without some reason has he been called the greatest of American school masters.

But Dr. Shattuck's influence has also been apparent. Established by a physician, St. Paul's was perhaps the first school in which the deed of gift accented physical development; and healthy outdoor life has always characterized St. Paul's. But it may be questioned if the founder's coordinate aim of "æsthetic culture" has been equally well carried out. The beautiful situation of St. Paul's, two miles from Concord in the valley of the Turkey river with its vast extent of woodland, fields, its rivers and ponds, has offered every facility for outdoor life, for golf, tennis, swimming, canoeing, skating and hockey. But even in outdoor life English influence was at first apparent. Dr. Coit encouraged cricket rather than baseball. The English

schoolroom nomenclature, too, was here introduced to the American boy. St. Paul's still has "forms," but the "removes," "evensong" and "matins" and even the cricket of Dr. Coit's time are now forgotten. Most boys of the three upper forms have separate rooms. The younger boys have "alcoves" in the dormitories similar to the "cubicles" of many of the English public schools. This custom here first introduced in the American private schools has been followed by Groton, St. Mark's and other schools. Dr. Coit's immediate successors were somewhat overshadowed by his greatness. He was followed by his brother, Joseph Howland Coit, who had been vice rector since 1865. The Rev. Henry Ferguson, Professor of History at Trinity College, who was an "old boy" of St. Paul's, accepted the rectorship for a limited number of years.

Rev. Samuel S. Drury, A.B., Harvard '01, has since 1911 been the rector and in a quiet pervasive way, without inaugurating any revolution, has done much to stimulate new life and to establish new standards of usefulness. Through his reports to the trustees, his bulletins to parents and articles in Alumni publications, he has put across ideas which have enabled him to inaugurate some innovations. A few years ago Dr. M. V. O'Shea was engaged to make a study and report on the educational conditions and needs of the school. Though this was done in no hypercritical way it is perhaps the first instance of a private school instituting and publishing a survey of itself. Because of the difficulty of obtaining service during the war, and inspired by the example of Father Sill at Kent, Dr. Drury has recently introduced with success a measure of student control and self-help in the dormitory life; and it is doubtless of value for boys of the type that go to St. Paul's to learn to make their own beds.

St. Paul's is today the largest of the church schools enrolling nearly four hundred boys who come largely from families of wealth and social prominence throughout the country. Boys are admitted from a waiting list of over one thousand, about one fifth of whom are the sons of alumni, but ten boys not on the list are each year admitted after a competitive examination. About twenty-five boys each year receive scholarships or a partial remission of the tuition, but to promote a more democratic atmosphere at least one hundred should receive aid. Toward this end, in part, the alumni have loyally rallied to the school's needs and created an endowment fund of three millions which will temporarily eliminate the annual deficit.

The Holderness School, Plymouth, is the diocesan school of New Hampshire founded by Bishop Niles in 1879. The rector, the Rev. Lorin Webster, A.M., L.H.D., Trinity, his family, and the masters live in the same building with the forty boys. It

is a well equipped school that for a moderate charge affords many of the advantages of the high priced church schools.

The Stearns School, Mont Vernon, for many years conducted by Arthur F. Stearns, A.B., Amherst, a brother of the principal of Phillips Academy, Andover, is a successful school giving individual attention. The upper school prepares for college. The lower school prepares especially for the larger New England academies. **See page 656.**

MASSACHUSETTS

Phillips Academy, Andover, was in a way an outgrowth of the older Dummer Academy, for Samuel Phillips, its founder, had been educated at Dummer under Master Moody's care, as had also its first head master, Eliphalet Pearson. They were both at Dummer and classmates at Harvard College, graduating in the class of 1771. In 1778 Samuel Phillips together with his father and his uncle John deeded both land and money for the purpose of founding the school. According to this document, the donors proposed "to lay the foundation of a public free SCHOOL or ACADEMY for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic and those Sciences wherein they are commonly taught; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING." Further on, "it is again declared that the first and principal object of this Institution is the promotion of true PIETY and VIRTUE."

Andover was doubtless chosen as the site because it was the old home of the family, as the father of the two brothers had been a former master of the Grammar School at Andover. The school opened in the midst of the revolution and in 1780 was incorporated with the title of Phillips Academy, the first chartered academy in New England. Andover has been fortunate from the first in attracting men of the highest ideals to its control. Eliphalet Pearson, the first principal, was a man of great force and versatility and of commanding presence who held his thirteen pupils well in awe and was known to the boys as "Elephant" Pearson:

> ". . . Great Eliphalet (I can see him now),—
> Big name, big frame, big voice and beetling brow."

He afterward became professor of Hebrew at Harvard and still later in the Theological Seminary at Andover, which was an outgrowth of the same foundation.

There were twenty three boys in the academy, when, in 1810, Dr. John Adams came to the master's throne, which he occupied for twenty-three years. By 1817 the number of boys had increased to one hundred, and during his time Dr. Adams admitted 1119 pupils, nearly one fifth of whom became minis-

ters. But it was under Samuel H. Taylor, a man of picturesque and striking personality, head master from 1837 to 1871, that the institution gradually took on its present character.

As is natural Exeter and Andover have had much in common. Both have from the first repudiated the "in loco parentis" theory of school life. They attracted "students with a definite educational purpose" declaring that "the academy is not a suitable place for boys who are idle, insubordinate or lacking in self-control; nor for such as require the constant supervision of a teacher and the routine of the schoolroom in order to enforce industry and fidelity."

Andover perhaps more than Exeter long remained conservative, less influenced by the Unitarian movements which have stirred New England, and perhaps for that reason Andover early became primarily a preparatory school for more conservative Yale rather than Harvard, which soon came under more liberal influences. Andover has in its long career prepared more boys for Yale than any other school in the country. As at Exeter democracy and simplicity have been its tone. Andover has many scholarships for boys needing financial aid. About one hundred boys each year receive some assistance in paying their expenses.

Phillips Andover today attracts nearly six hundred boys, more than half of whom come from outside of New England, and it is truly "national in its representation and democratic in its life and spirit, and is 'equally open to youth of requisite qualifications from every quarter.'" It endeavors to enable its students, as the catalog further states, "to pass by gradual and natural stages from the paternalism of home life to the freedom that awaits them in college. A natural and progressive development is provided for subsequent years in the houses and halls which are in charge of married instructors. The regulations which obtain in all dormitories are here in force, but there is in them the atmosphere of home. The later life of the dormitories is designed to develop a larger sense of responsibility and to prepare for the community life of college." In the early days no housing provision was made for the boys, but they were left to the mercies of the townspeople. It has been found advisable to gather them in dormitories under the control of the school.

The loyalty of Andover men through the years has brought increasing endowment and gifts, many of which commemorate prominent alumni. A recent generous alumnus has aided in providing a new dormitory especially for young boys which further supplies "a stepping stone between the natural restrictions of the home and the somewhat freer life of a large school." The Archæological Museum and department, endowed in 1901, is unique among secondary schools.

Andover has at the present time over eight thousand living alumni, and something like twenty thousand have graduated from the school during its history. About sixty per cent of these have gone to Yale and perhaps fifteen per cent to Harvard. Its alumni are loyal and are organized in numerous associations throughout the country. The present head master, Alfred E. Stearns, is a graduate of Andover, Amherst, Yale and Andover Theological Seminary. He has been an instructor at Andover since 1897 and head master since 1903. Dr. Stearns is the first principal who has given his whole time to administration, doing no teaching while in office. He has upheld the cultural ideals of the past, vigorously resisting the encroachment of vocational education. The period of his incumbency has witnessed unparalleled progress; the growth in physical resources alone in the last decade has exceeded that of the whole previous period. The recent drive has met with a response from nearly three thousand alumni and has resulted in the raising of an endowment fund of nearly two millions, which will be used to increase salaries and for a new main building and memorial bell tower.

Dummer Academy was endowed by William Dummer, Lieutenant Governor of Massachusetts, who in 1761 bequeathed his house and farm at Byfield for the establishment of a grammar school. This was a notable innovation, breaking away from the tradition of local and public provision for education. The school was first opened in 1763 under the charge of the celebrated Samuel Moody, who had graduated from Harvard College in 1746. Master Moody made it a grammar school of the older type, and prepared many boys for Harvard who became prominent in the life of the nation, including the founder and first master of Andover Academy.

Dummer has had its vicissitudes, and ten years ago a succession of unsuccessful heads and weak management on the part of the board of trustees reduced it to a mere handful of pupils. Since then Dr. Charles S. Ingham has brought to it a better business management and raised the scholastic standing so that the school is again prospering. It is a democratic school accepting boys of all ages and from all classes. Scholarship funds enable an industrious poor boy to work his way. Many of the old time customs are retained. The alumni have organized to secure an increased endowment and building fund.

St. John's Preparatory School, Danvers, is a large Catholic college preparatory school. Established in 1907, it is the outgrowth of a normal training school, maintained by the Xaverian Brothers for members of their own congregation. It provides a high school and college preparatory course of four years with training in the Catholic religion. The school is conducted and

the teaching is wholly by members of the congregation of Saint Francis Xavier. Every facility for athletics is offered.

Boston

Mr. Legate's Private School, 66 Beacon St., is the successor of the Hopkinson School, familiarly known for a score of years as "Hoppy's," in its day perhaps the most fashionable Harvard preparatory school in Boston. It in turn had succeeded the Dixwell School. The two schools in their career sent over eight hundred boys to Harvard. Mr. Legate, a teacher in the school since 1879, has been head master since 1905. In the past ten years he has prepared about twenty boys for Harvard.

Noble and Greenough School, 100 Beacon St., was founded in 1866 by George W. C. Noble, A.M., Harvard '58, principal until his death in 1919. For many years it was very successfully managed, until his death in 1913, by James J. Greenough, son of Professor Greenough of Harvard. The association of these two able, enthusiastic scholars resulted in the most stable and influential day school in New England, drawing from the fashionable families of Greater Boston. Most of the seven hundred alumni are graduates of Harvard. In 1917 the Volkmann School was merged with this school, the arrangement providing among other things for the addition to the board of trustees of two trustees representing the Volkmann School and the employment of Mr. F. A. Sheldon and Mr. Louis C. Jaques, teachers at the Volkmann School as part of the teaching staff at the Noble and Greenough School. Mr. George F. Fiske, A.B., Amherst '94, for many years connected with the Noble and Greenough School as teacher, was in charge as principal from 1917 to 1920. In 1920 the trustees appointed Mr. Charles Wiggins 2d, A.B., Harvard '08, as head master, with a view to developing the school on the basis of a country day school. Mr. Wiggins was for a time an architect and for five years assistant head master at Pomfret.

Chauncy Hall School, 553 Boylston St., is a school preparing exclusively for Technology. Established in 1828 by Gideon F. Thayer, it was for thirty years a pioneer in many educational innovations. Military training, coeducation and kindergarten work were introduced before other schools had generally adopted them. Though always continuing in the neighborhood of Copley Square the school has undergone many changes. Franklin T. Kurt, Ph.B., Wesleyan '95, has been connected with the school since 1896 and sole owner since 1910. Under his rigorous and efficient management the school has been highly successful in its chosen field. Mr. Kurt has worked out a system of accurate records and close supervision efficient in holding each boy to his best work. **See page 658.**

The Stone School, 488 Beacon St., is a college preparatory day school which has been conducted since 1870 by Charles Wellington Stone, who has a well deserved reputation for unusual success in preparing boys for the Harvard entrance examinations. The teaching staff is headed by S. R. Dunham. The Stone crews have been unusually successful. **See page 658.**

The DeMeritte School, 815 Boylston St., is a day school preparing for colleges and technical schools, especially for M.I.T., established in 1900 by Edwin DeMeritte, A.B., Dartmouth. Mr. DeMeritte has had many years' experience in Boston schools. The school has for the last few years been under the management of Augustus D. Small and A. W. Bacheler, A.B., joint principals.

The University School, 800 Boylston St., established in 1905, is a day school preparatory to college or business. Individual instruction makes possible rapid progress. Some grammar school grade work is also given. Rev. Eugene C. Webster, A.B., Harvard, B.D., Yale, is now sole owner.

The Berkeley Preparatory School, 314 Marlborough St., has since 1907 been conducted by Henry Hopkinson, L.L.B. It is a small college preparatory day school which students may enter at any time, receive individual attention and may pay by the month. Special instruction in Spanish and business courses is given. Evening and summer sessions are held.

Huntington School, Huntington Avenue, established in 1909, has proved most successful in utilizing the unequaled plant and equipment of the new Y.M.C.A. building. Its program has been developed along modern lines and includes in addition to preparation for colleges and technical schools, special courses in business and technical work for those who will not enter college. The school reached the maximum enrollment of three hundred in 1914, and since then has maintained its full numbers. Emphasis is placed upon giving each student an all round development. The extensive equipment for all kinds of physical training and student activities makes this possible. The head master, Ira A. Flinner, A.M., Harvard, has instituted an interesting system of supervised study which has been used as a model by many schools, public and private. The success of the school has been due to its filling a real need and to the modern and progressive ideals of its head master and others responsible. **See page 657.**

Northeastern Preparatory School, Boston, conducted since 1907 as the Evening Preparatory School of the Y.M.C.A., prepares men for colleges and technical schools, and business and government positions. The large faculty and unusual facilities make possible a broad curriculum which results in a large enrollment. Thomas W. Watkins, A.B., is the principal.

Roxbury Latin School, founded in 1645, is the oldest endowed secondary school in the United States. Nine years after the establishment of Harvard College, and only fifteen years after the founding of Boston, it began to prepare boys for Harvard, and has continued its work without interruption. It resulted largely from the influential efforts of John Eliot, the "Apostle to the Indians," who when minister of the First Church of Roxbury, together with other inhabitants of the town, signed a statement that they "in consideration of their religious care of posterity, have taken into consideration how necessary the education of their children in literature will be, to fit them for public service, both in Church and Commonwealth, in succeeding ages. They, therefore, unanimously have consented and agreed to erect a free school in the said Town of Roxbury."

"The Free Schoole in Roxburie," as it was called, was not then free in the sense of being supported by uniform taxation or free from all tuition fees. But today the school is free to all boys living within the limits of the original town of Roxbury. In 1671 Thomas Bell, formerly a freeman of Roxbury, died in London, willing two hundred acres of Roxbury lands to the school and naming the Rev. John Eliot and two other officers of the First Church as trustees of the endowment. This and a few other smaller gifts constitute the present foundation.

Cotton Mather, half a century later, wrote of the school, "Roxbury could not live quietly without a free school in the Town: and the Issue has been one thing which has almost made me put the Title of Schola Illustris upon that little Nursery; that is, that Roxbury has afforded more Scholars, first for the College, and then for the Publick, than any Town of its Bigness, or if I mistake not, of twice its Bigness, in all New England."

The school has always been intimately associated with Harvard, fitting its pupils for the higher work there. College preparation in Colonial days was a matter of intensive education. The regulations for admission were thus stated: "When any Scholar is able to understand Tully, or such like classical, Latine Author *ex tempore*, and make and speake true Latine in Verse and Prose, *suo ut aiunt Marte;* and decline perfectly the Paradigm's of Nounes, and Verbes in the Greek tongue: Let him then and not before be capable of admission into the College."

Though controlled by a self-perpetuating board of trustees who are bound by its ancient charter, the school has kept abreast of the educational changes of the years. Inherent worth has given it vitality and importance. It is now planning a future of great promise and three acres have been secured facing Franklin Park.

William C. Collar, for more than half a century connected

with the school, in his long career attained a national position in the educational world. Appointed a master in 1857 and head master in 1867, he resigned in 1907 and died in 1916. D. O. S. Lowell, a graduate of Bowdoin, became a master in the school in 1884 and has been head master since 1909.

The Farm and Trades School, Thompson's Island, Boston, is a private school for boys, incorporated in 1814, supported by endowments, tuition fees and subscriptions. Since 1832 it has owned and has been located on Thompson's Island, which is used exclusively for the work of the school. Boys from ten to fourteen, not lower than the sixth grade, are accepted from families of limited means. Agriculture forms the basis of the course of study which covers four years. Industrial training is given in blacksmithing, printing and various lines. Instrumental and vocal music is also taught. Charles H. Bradley has long been the superintendent.

The Longwood Day School, 36 Browne St., near Coolidge Corner, is a school for young boys with a nine year course through the grammar grades. The course of study is carefully planned. There is supervised afternoon play and a Boy Scout troop. The school was opened originally by Miss Ware and Miss Park of Miss Park's School. Robert L. Cummings, B.S., A.M., Harvard, has for some years been the head master.

Mr. Rivers' Open Air School for Boys, Dean Road, Brookline, was established in 1915 and has recently moved to a larger site and new equipment. In method and administration it is modern and progressive. The class rooms are open air bungalows arranged in the grounds about the principal's residence. The pupil's whole day is provided for, both the study and afternoon playground work being supervised by the masters. Mr. Rivers, who was formerly a master at Noble and Greenough's, has won deserved success; and the patronage of the school has steadily grown. The school work is aimed at eventual college preparation and no new pupils are accepted above the fourth class. **See page 659.**

The Country Day School for Boys of Boston is on Nonantum Hill, Newton. Established in 1907 by Shirley K. Kerns, owner and head master, it was directly inspired by the ten years' success of the Gilman Country School and may be regarded as the first on the Baltimore plan. Mr. Kerns, Harvard '98, was one time master of English in the Gilman School and its acting head master in 1900–01 and later a master in Middlesex. Inaugurated under the best of social auspices the school was a success from the start, but credit must be ascribed to the kindly, pervasive personality of Mr. Kerns, whose tact and ability inspired confidence. The course of study is as broad as its college preparatory functions permit, including science,

nature study and choral music. Mr. Kerns has not hesitated to exert pressure on the colleges for further relaxation of their narrow requirements. The college preparatory work is maintained at a high standard so that the school has made a good record on Harvard College entrance examinations.

The Fessenden School, West Newton, is for young boys exclusively, fitting them for the leading secondary schools. It was established in 1903 by Frederick J. Fessenden, A.M., Williams, and has had a consistent growth as appreciation for all that it offers has become more widespread. Without the support of any special clique or denominational influence the school has won a national patronage. Mr. Fessenden is an efficient organizer and a man of modest and somewhat retiring temperament but winning personality. Both he and Mrs. Fessenden are unusually successful in creating a genuine and sincere home atmosphere, the latter giving the boys many little attentions unusual in a school. The masters are young men of fineness and sympathy who have caught the prevailing spirit and communicated it to the boys. The school plant has been repeatedly added to and is unusually complete. A new school building was completed in 1920. **See page 661.**

The Browne & Nichols School, 20 Garden St., Cambridge, was founded in 1883 by George H. Browne, A.M., and Edgar H. Nichols, A.M., Harvard classmates, soon after their graduation. They were pioneers in enriching the rather meager curriculum of the day. Mr. Browne's personality and intense enthusiasm incite in his boys a genuine devotion to the sound scholarship which has always distinguished the school. Since the death of Mr. Nichols, the Rev. Willard Reed, A.M., has with Mr. Browne been joint principal. The appreciation by Mr. Nichols' pupils of his nobility and devotion is memorialized in Nichols Field, a playground, providing the usual features of a country day school. The school prepares chiefly for Harvard and the Institute of Technology. Of late years its enrollment has grown to the capacity of its building. Less than half the boys are from Cambridge, but the large majority are from Greater Boston. It is a day school with a seven year college preparatory course. **See page 660.**

William Whiting Nolen, familiarly known as "The Widow," A.B., Harvard '84, A.M., '86, Little Hall, Harvard Sq., Cambridge, has since 1886 built up a huge tutoring institution, the success of which has been such as now to require sixty assistants.

Cambridge Tutoring School, 27 Ware St., of which W. Garrett Conant is director, provides board and maintains a Summer session in the Adirondacks. Tutoring is provided both for college entrance candidates and under graduates.

Middlesex School, Concord, was established in 1901 by Mr. Frederick Winsor, A.B., Harvard '03, whose family name will be recognized about Boston as prominent in education and finance. After graduating from Harvard Mr. Winsor taught for two years at Phillips Exeter. From 1897 he was for four years head master of the Gilman Country School, Baltimore. In 1901 he interested a group of Harvard men of Boston to assist him in organizing the Middlesex School. Through their influence gifts have poured in, making possible the building of a splendid plant. Middlesex has from its beginning been financed and trusteed by Harvard men; its masters are Harvard graduates; and the school draws its patronage from those families throughout the country predisposed toward Harvard.

Today the school accommodates one hundred and fifty boys, less than one half of whom come from Massachusetts. At Middlesex we find the best features of the Episcopal church schools adapted to a non-sectarian environment. The house system has been adopted. Each house accommodates twenty or more boys under the supervision of a house master and an assistant. The spirit of the school is honest and virile with a simple, wholesome life characterized by intimacy between the boys and the masters.

The McAllister School, on Punkatusset Hill, Concord, was opened in 1920 by David Cowan McAllister, A.B., Amherst '08. Mr. McAllister was for two years a master in the Fessenden School and has had fourteen years' successful teaching experience in other private schools. It is both a boarding and day school and accepts boys from six to fourteen, training them for the work of the larger preparatory schools. It continues the work of the Mill Brook School which for ten years maintained an excellent reputation. **See page 660.**

Milton Academy was established by an act of the legislature in 1798, opened in 1807, and continued with short periods of suspension until 1866 when, on the establishment of a town high school, it was closed. The board of trustees, made up of men and women prominent in Milton and Boston, however, secured additional funds and reopened the academy in 1885 on a new site. Until 1901 the academy was coeducational, but in that year boys and girls, except those in the primary department, were given separate buildings and instruction. The girls' school is for day pupils only, but Hathaway House, not a part of, but under the supervision of the academy, provides for eighteen girls. The boys' school and the academy dormitories are exclusively for boys in the last six years of college preparation. The school achieved great success during the long administration of Harrison Otis Apthorp. With W. L. W. Field as head master and Frank E. Lane as principal, the school has

maintained a high scholastic standing and gained in social prestige. Science is prominent in the school course. Some attention is given to music and there is a student council. Though the students are largely from Milton and the neighborhood a minority represent nineteen states. Friends of the school are undertaking to raise an endowment to increase salaries and provide scholarships, lest the school become known as exclusively for rich boys.

The Powder Point School for Boys, Duxbury, is a college preparatory school which dates from 1886 and is the property of the Moulton family, of whom John R. Moulton is the active representative. Ralph K. Bearce, formerly of the Suffield School, has been head master since 1913. He has built up the school, doubled its enrollment and improved its standards and the class of boys in attendance, who come from widely distributed regions throughout the country. Especially notable is its location on the seashore in a region of great historic interest. There is a Lower School for younger boys and Camp Katahdin is under the control of the school. Boys here receive individual attention and are taught how to study. **See p. 662.**

Tabor Academy, Marion, on Buzzards Bay, was founded and endowed by Elizabeth Tabor in 1876 and was formerly coeducational. In 1916 W. Huston Lillard, previously of the Andover Academy faculty, became principal. The school has been reorganized and is now a preparatory boarding school for boys, novel in many features. Advantage is taken of the ideal location to make nautical training an essential part of the program. Camping and hiking into the surrounding country is another feature of the life. Shop work, boat building and required participation in field sports are other characteristic features. A summer cruise to France and an Easter cruise to the West Indies are arranged for boys who make good. Camp Cleveland, a Junior Naval Training Course, is conducted at the school during the summer. **See page 663.**

Treat's School, during the summer months is located at Oak Bluffs, Martha's Vineyard, and during the six winter months at Helenwood, Tenn., in the midst of an eight thousand acre hunting preserve, high up in the Cumberland Mountains. Edwin Bryant Treat, Yale '98, was for eight years a master at Lawrenceville, and since then has given his whole time to this school. The work is all individual tutoring and from twenty to thirty tutors are on the staff. **See page 664.**

St. Mark's School was founded in 1865, by Joseph Burnett, a Boston merchant and manufacturer, who is said to have been inspired by the success of St. Paul's, and by the desire to have a similar school in his own native town of Southborough. Members of the Burnett family have continued on its administrative

board watchful of the interests of the school. Beginning with twelve boys the school has at intervals increased its dormitory accommodation and in recent years receives nearly a hundred and fifty. Assured of prestige from the first, it developed steadily in strength and efficiency under the capable management of William E. Peck, head master from 1882 until 1893.

St. Mark's is a church school of the parental type. A notable feature is that all the school activities are confined to one large building. "That the entire life of the school should be under one roof," one of its masters wrote a few years ago, "its chapel services, study, recitations, eating and sleeping, means much not only for convenience, but also for community of interest among the boys and between masters and pupils." The boys of the three lower forms do not have separate rooms but occupy dormitories with windowed alcoves.

Though the general policy of St. Mark's was modeled after that of St. Paul's one notable innovation in American school boy life was introduced which has proved a valuable contribution and has been extensively adopted by private schools since established. A modification of the English "Lancastrian Monitorial System" which had its origin in England early in the nineteenth century was adapted to American conditions. From its opening St. Mark's has had its present system of monitors, six or seven boys chosen from the sixth form who "are the representatives of the school, have certain duties and a general oversight of the life of the boys. They are supposed to stand for the school ideals and to exert their influence and leadership in all school matters."

St. Mark's offers an intimate, proscribed, community life, admission to which is eagerly sought and rigidly restricted. The Rev. William Greenough Thayer, A.B., Amherst '85, A.M., '88, D.D., '07, formerly a master at Groton, has been head master since 1894. An accomplished churchman and a successful and tactful manager, he has zealously maintained the tone and social prestige of the school.

The Fay School, Southborough, was founded in 1886 by Eliza Burnett Fay and Harriet Burnett to prepare young boys for St. Mark's which had opened the previous year. It is an Episcopal church school of the parental type preparatory for the larger church schools. From 1891 up to the time of Mrs. Fay's death in 1896, her son Waldo Burnett Fay, one of the first pupils of the school, was associated with his mother as principal. From then until 1918 he was head master. Since 1918 his son, Edward Winchester Fay has had charge of the school. About eighty boys are received, three fourths of whom come from New York and Massachusetts. Instruction in the traditional school subjects is thorough.

Groton School, Groton, has long been generally regarded as socially perhaps the most desirable of the church preparatory schools. It was the result of economic causes and a personality. The further accumulation of wealth and the development of social planes which had led to the founding of St. Paul's and St. Mark's, resulted in the establishment of Groton in 1884 by the Rev. Dr. Endicott Peabody. Dr. Peabody who is still head master is a member of the Peabody family of Salem, long prominent in the mercantile and philanthropic life of the country. He was educated in England, graduating from Cheltenham College, took his master's degree at Trinity, Cambridge, in 1880, and after a brief interval of business in Boston, graduated from the Theological Seminary, Cambridge, Mass., in 1884. Dr. Peabody has been described by Arthur Ruhl as "an American with an English school and university training.... He is an all round athlete, and yet a churchman; a scholar and yet a very graceful and sophisticated man of the world. Altogether his is a personality peculiarly fitted to win the confidence and lead the type of boy for whom Groton was started."

Groton began with a small number of pupils secured through advertising in the papers, but through a natural inheritance, from friend to friend, rather than from conscious effort on Dr. Peabody's part, it has attained the highest social prestige. So long is the waiting list that as an old graduate expressed it, "A Groton man wires to Dr. Peabody as soon as his son is born. Others generally think a letter is quick enough."

Although originally English in its inspiration and atmosphere, Groton is one of the most remarkable and successful institutions in American education today. It was established with the same earnestness and sincerity of purpose as was any foundation of Puritan times. From every American point of view it is exotic, but it is sincere and its sincerity commands not only the devotion of its masters and the loyalty of its alumni, but the respect of those least in sympathy with its ideals. Groton from the first attempted to steer a course between the "in loco parentis" plan of St. Paul's and the larger freedom of Andover and Exeter. A modification of the monitorial system which for twenty years had been in successful use at St. Mark's was adopted at Groton and has from the first proved successful, but at Groton the boys are called prefects. A head prefect and six prefects are appointed annually from the upper form. They exercise a considerable measure of influence in the student body, which develops responsibility in the holders of those offices and lessens the load of the masters. The boys at Groton do not have separate rooms; all except the prefects live in cubicles. The system that is followed at St. Paul's and St. Mark's for the younger boys is here continued through all

forms, and Groton's system in this respect has been copied in the newer Middlesex School. Two upper forms are provided with studies and the lower forms study at desks in large schoolrooms. The relations between master and pupil at Groton are particularly intimate in all branches of school activity. Boys on admission must be twelve or thirteen and are selected in order from the lists on which they are registered at birth, without discrimination as to their individuality or development. Of recent years an effort has been made to introduce a democratic leaven by admitting each year eight boys, not so registered, who show high scholarship on competitive examinations. The previous environment of these boys, however, must meet such a standard as would be approved by those patrons whose sons enter through the waiting list. The course, too, has been broadened to include science in all forms, music, drawing and some manual training including woodworking and printing.

Scholastic seclusion has been sedulously sought. The buildings, well known for their architectural excellence, stand some two miles from the village on a ridge overlooking the Nashua valley. The most prominent feature is the chapel tower, which dominates the countryside. The chapel, a gift of W. Amory Gardner, who has long been a master in the school, is a notable example of late decorated Gothic.

Red House, Groton, is a small home school limited to ten boys from ten to fourteen years old, who are prepared for secondary schools, especially Groton. It has been maintained by Mr. and Mrs. Carleton A. Shaw since 1913.

Lawrence Academy, Groton, was incorporated in 1793, as The Groton Academy. In 1846 it received its present name in honor of the liberal gifts of Amos and William Lawrence. Coeducational until 1808, it has since been exclusively a boys' school of low tuition. Though temporarily closed it has received additional endowment and will eventually be reopened.

Worcester Academy, Worcester, is today a well equipped school, offering complete preparation for college, or technical and engineering schools. It occupies a middle ground between the large academies and the smaller preparatory schools, and offers many of the advantages of both. Founded in 1834 as a school for students with limited means where they could help themselves to an education by manual labor, it early received endowments from its Baptist sponsors, though now it is to be unsectarian. When Dr. D. W. Abercrombie, a graduate of Harvard, came to the school as principal in 1882 it had become the typical coeducational academy of that period. Under his able administration and dominating influence Worcester Academy steadily grew in numbers and equipment. In 1918 Dr. Abercrombie resigned and was succeeded by Samuel Foss

Holmes, A.M., Wesleyan, long connected with the faculty, as principal. Mr. Holmes is a man of force and winning personality who has successfully inaugurated a new policy and changed the whole atmosphere of the school. Without sacrificing the rugged democracy which has long been characteristic of the place, he has brought the scholarship and personnel to a higher standard. There is careful supervision of the boys' health, physical development, spending money and surplus time, and numerous extra curriculum activities enrich the life of the school. **See page 673.**

Monson Academy, Monson, founded in 1804, in its long career as a coeducational institution has enrolled over eight thousand students. Today it is a well equipped school offering a four year high school course with dormitory life at a moderate price. There are several scholarships and the school funds permit the trustees to remit fees in the case of worthy boys. Joseph Monteith Sanderson, A.B., Harvard '11, has been head master since 1919.

Wilbraham Academy, ten miles east of Springfield, chartered by the Massachusetts Legislature in 1824, is a continuation of Wesleyan Academy chartered at Newmarket, N.H., in 1817. Coeducational through its long history it has been attended by over twenty-five thousand students. The trustees, appreciating the changes in the educational field, closed the academy in 1911 and, the alumni having given over $80,000 for the remodeling and thorough equipment of the dormitory and recitation halls, the school was reorganized and the new Wilbraham formally opened in 1912 under Gaylord W. Douglass, A.M., head master. The school affords boarding accommodations for sixty boys who come from all sections of the United States and from foreign lands. School work is limited to careful and complete preparation for college and scientific schools. The 100th anniversary was celebrated in 1917. **See page 666.**

Williston Seminary, Easthampton, was established and endowed in 1841 by Samuel Williston, a wealthy manufacturer of the town. The purpose of the founder in placing English and scientific courses on the same plane as the classical courses was at that time a radical departure. Mr. Williston gave freely of his money to equip lecture rooms and laboratories. Under Josiah Clark, principal from 1849 to 1863, the standards of the school instruction in ancient classics were established. Under Marshall Henshaw (1863–76) Mr. Williston's ideal of a school in which science, mathematics and English should be held in equal honor and pursued with equal thoroughness with the ancient classics was realized. Of the ten thousand who have attended the school during its long existence, more than one third have entered thirty and more colleges and universities,

two thousand the learned professions. Seven of its teachers have become college presidents, seventeen college professors, nine principals of other schools. In the last few years Williston has received new endowments, new buildings and a junior school for younger boys has been opened. Dr. Joseph Sawyer, after half a century of connection with Williston, resigned in 1919 because of failing health. In 1917, to celebrate his seventy-fifth birthday, and the seventy-fifth anniversary of the school, the trustees published Dr. Sawyer's "History of Williston Seminary." Archibald V. Galbraith, A.B., Harvard '99, for nearly twenty years a master at Middlesex School has been principal since 1919. **See page 667.**

Hillside School, Greenwich, is a farm school for forty boys, maintained by contributions. It was established in 1901 by two sisters who deeded their farm of three hundred and sixty acres for the purpose. The annual cost of supporting a boy is $400, and though most of the boys pay nothing, a parent may pay $300 in discharge of all obligations. The boys engage in farm work, live in a home atmosphere and do school work from the fifth to the ninth grade.

The Mount Hermon School, Mt. Hermon, started by Dwight L. Moody in 1881, faithfully embodies the vigorous Christianity of its founder. Here every boy has abundant opportunity to get an education, if he is in earnest—and not otherwise, for each boy must give two hours a day to work, either on the farms or in the buildings. "Mr. Moody undertook to make education possible for every poor boy who was willing to work, by offering a thorough secondary school course with emphasis on the religious motive, at the cost of $100 per term of fifteen weeks. Since the school opened thousands of boys, whose education had been or would otherwise have been neglected, have passed through its portals." The principal is Henry F. Cutler, D.C.L., who through years of preparation has fitted himself for his large task of administration.

Berkshire School, Sheffield, has, since its establishment in 1907 by Seaver B. Buck, enjoyed a consistent and solid growth in numbers and reputation. In 1919 it was incorporated under a board of trustees. The school is the creation of and centers around the personality of Mr. Buck, A.B., Harvard '98, who for eight years had been senior master at Hackley School. Mr. Buck's masterful and buoyant personality dominates the school and finds expression in vigorous and wholesome ideals. He is admirably supplemented by his wife, who plays a vital part in the life of the school, though she takes no formal part. Both imbue the school community with homelike wholesomeness, and the directness of the methods, the sincerity of the atmosphere and the efficiency of the simple organization command

the admiration of the boys as well as all who know the school. Each boy has a separate room, but two seniors may have a study in common. The upper class men are given considerable liberty and responsibility to bridge the gap from school to college. It is a preparatory school of five forms and the boys are representative of all parts of the country. Study hours are carefully supervised and deficiencies must be made up each day. Without conscious effort the school achieves much more than mere college preparation, though this latter is met in a scholarly and efficient way. The beautiful site is in a natural amphitheater on the slope of Mt. Everett. **See page 669.**

Hallock School, Great Barrington, was established in 1908 by Gerard Hallock, A.M., for fourteen previous years a master in Hill School. It continues the Hallock School established in 1793 by his great grandfather, the Rev. Moses Hallock, at Plainfield, Mass. It is a comparatively small school, exceptionally well equipped, in which each boy receives discriminating individual supervision and efficient preparation for college. The school offers unusual opportunities for varied outdoor exercises and diversions. Mr. Hallock is a real personality who stimulates a fine and wholesome spirit in his boys. **See p. 668.**

RHODE ISLAND

The Moses Brown School, Providence, long known as Friends School was first opened in 1784 at Portsmouth and reopened in 1819 at Providence. Obadiah Brown, son of the founder, a few years later endowed it liberally. In 1904 Seth K. Gifford, A.M., Haverford, Ph.D., University of Halle, became principal and the present name was adopted. Under Dr. Gifford it has been gradually transformed from a coeducational school to a boys' college preparatory school, though there is still a small house school for girls. The school maintains a high record on the college entrance examinations and in the success of its graduates in college. Ninety per cent of the graduates enter college. Over three hundred boys are enrolled.

St. George's School, Middletown, fronting the ocean near Newport, was founded in 1896 by the Rev. John B. Diman, A.B., Brown '85, A.M., '03; A.M., Harvard '96. He was successful in inspiring his patrons to liberal gifts and built up a splendidly appointed private boarding school. In 1916 Mr. Diman resigned and the following year Stephen P. Cabot, A.B., Harvard '92, who had been a master in the school since 1901, became head master. It is a church school with a chaplain, the Rev. I. Harding Hughes, A.B., U. of N.C., B.D., E.T.S., in charge of the religious instruction. The head master maintains close relations with the one hundred and

forty boys. The mild climate due to the proximity to the ocean with its long sandy beaches, makes possible an unusual amount of outdoor life. The loyalty of its alumni is evidenced by the St. George's Clubs at Harvard, Princeton and Yale, to which its boys go annually in the order above named. The school enrollment is cosmopolitan, representing leading families in all parts of the country. See page 665.

CONNECTICUT

The Hotchkiss School, Lakeville, was founded in 1892 by a gift of $350,000 from Mrs. Maria H. Hotchkiss, of which $200,000 was for endowment. The school was founded and has been conducted for service. Any surplus has been used to improve equipment or increase efficiency. The first head master, Edward G. Coy and the trustees were in a position to profit by the experience of older institutions in their avowed purpose of creating a national school which would develop moral stamina and rugged character. Since 1904 the Rev. Huber Gray Buehler, A.M., Litt.D. (Pa. Coll.), who had been a master in the school from its beginning, has successfully continued the same policy. Under his direction it has become one of the leading preparatory schools of the country, drawing its patronage largely from upper class families of all parts of the United States. The school life is carried on practically "under one roof" resulting in constant association between masters and pupils and a democratic spirit within the student body, free from cliques and school fraternities. A wholesome naturalness and sincerity of life actuated by ideals of self-discipline and self-restraint prevails. There is no prefect system and little detailed and irritating supervision. There is an earnest spirit of driving work and Hotchkiss is proud of its record in college examinations, which is perhaps unequaled. Recently the course has been broadened by the introduction of business practice, music and more science. Physical training is an important feature and open air exercise compulsory. The boys do not come exclusively from wealthy families. From the beginning boys of limited means have been admitted and these pupils have generally constituted a fifth of the total enrollment. More than forty boys receive full scholarships, performing some service in return, but those who thus work their way are received on terms of equality and frequently attain the highest positions of honor in the student body. The head boys and prize winners have been about equally from the scholarship boys and those who pay tuition. In the past twenty-eight years over twenty-two hundred pupils have been enrolled, about one half of whom have come from New York and Connecticut. Yale influence

predominates at Hotchkiss and eighty per cent of the boys go to that college, but of the faculty of twenty-eight only seven are Yale men, four are Harvard men and the remainder are of other universities. There is the strongest feeling of loyalty on the part of alumni and faculty. Plans have been perfected and funds are being raised for a new and larger school plant to replace the original buildings, enlarged but now outgrown.

Salisbury School, Salisbury, is an Episcopal church school established in 1901 by the Rev. George Emerson Quaile, Irish by birth and educated at Trinity College, Dublin. The boys come from all parts of the country. The instruction in college preparatory subjects is thorough. The life of the school is concentrated under one roof.

Riggs School, Inc., Lakeville, is an agricultural school to train boys for self-support in country life as well as for college. It is the recent creation of F. B. Riggs, Harvard '03. His six feet five inches of stature are filled with the spirit of service, the will to do. Of the $300 tuition each boy must himself earn $60 from farm products raised.

Rumsey Hall, a school for young boys, was founded by Mrs. Lillias Rumsey Sanford in 1901 at Seneca Falls, N.Y., in her own home. Later the school was moved to its present situation in the Litchfield Hills at Cornwall. Louis Henry Schutte, A.B., A.M., Yale, is the head master, though the school remains under the general control of Mrs. Sanford. There is one instructor to each six boys, who receive thorough and efficient instruction in preparation for the best college preparatory schools. **See page 674.**

Kent School, Kent, was established in 1906 by the Rev. Frederick H. Sill, A.B., Columbia '95, a member of the Order of the Holy Cross of the Episcopal church, under the auspices of which the school is conducted. It is, however, the creation of Father Sill's own remarkable personality. He has built up a great and successful school—great in that it has pointed the way to other church schools to modify and reform their practices. It is a school actuated by ideals of democratic service and inspired by Father Sill's sincere religion. It provides a high class private church school at low expense. It is intended for the sons of professional men who cannot afford the expensive private school. More than average ability is demanded of its applicants. The boys come from well distributed regions over the country and enter many different colleges. A spirit of self-help and cooperation has been developed. Under a system of self-government the pupils supervise even their own schoolroom. The boys do all the housework outside the kitchen and laundry.

Canterbury School, New Milford, was established in 1915 under the patronage of Cardinal Farley by prominent Catholic laymen, who serve as the board of directors. There is an enthusiastic interest behind the school on the part of its patrons and it is about to undergo expansion to accommodate one hundred and sixty boys. Its purpose is to prepare a limited number of boys for college under the best educational conditions and at the same time to train them in the doctrines and practices of the Catholic religion. It occupies a beautiful site overlooking the Housatonic River Valley. Dr. Nelson Hume is head master and treasurer. See page 677.

The Curtis School, for young boys, Brookfield Center, is a home school for thirty boys. It has been maintained since 1875 by Frederick S. Curtis, Ph.B., Yale, and his wife who now have the cooperation of their son, Gerald Curtis, Columbia. The strength of the school lies in this cooperation of two generations. The elder Curtis has a genuine love for boys and deep sense of the grave responsibility of a teacher's functions and untiring devotion to the needs of his pupils; the younger Curtis brings to his work a more intimate sympathy with boy life. A strictly parental attitude prevails and Mr. Curtis demands of his patrons perfect freedom in every detail of management, restriction and discipline. See page 676.

Ridgefield School was established by the Rev. Roland Jessup Mulford in 1907 and incorporated the following year. Dr. Mulford, A.B., Harvard '03, LL.B., '06; Ph.D., Johns Hopkins '03, had been a master at St. Mark's and Pomfret and head master of the Country School of Baltimore and the Cheshire School. From the beginning he has elicited the interest and endorsement of prominent church men who have served the school as trustees. It is an Episcopal church school following the usual model. Special instruction in music is given boys who can profit by it. The Sixth Form boys are given responsibility and exert much influence.

The Sanford School, Redding Ridge, was founded about twelve years ago by Daniel S. Sanford after his long and successful career in the Brookline High Schools. This school will appeal to those parents who "believe that the New England farm of their youth was the best educational institution that America has known, affording opportunities that are scarcely duplicated by the most carefully planned courses in manual training of our urban schools." Mr. Sanford offers opportunities for individual education and all round development in a natural wholesome way, free from the artificialities and formalities of usual school life. The educational influences of the old New England farm are here shaped by the personalities and immediate presence of Mr. and Mrs. Sanford. See page 674.

The Gunnery School, Washington, is a school of historic interest opened by Frederick W. Gunn in the late thirties. "There was in it so much of abolitionism and other radical tendencies that it aroused great opposition and was for a time discontinued." "The Gunnery" was founded in 1850 by Mr. Gunn and his wife, Abigail Brinsmade Gunn. Mr. Gunn was a man of broadly religious personality, who dared to belong to no sect at a time when all was sectarian and in education he followed his own advanced ideas. He made Gunnery one of the prominent schools of his time. Among its patrons were Henry Ward Beecher, Mrs. Stowe and General John C. Fremont. In his story, "Arthur Bonnicastle," J. G. Holland has set forth the school and its master. Since Mr. Gunn's death in 1881 the school has been conducted by John C. Brinsmade, A.B., Harvard '74, a nephew of Mrs. Gunn, who on graduating from Harvard had come to the school as a teacher and two years later married Mr. Gunn's daughter. They are now assisted by their son, Frederick Gunn Brinsmade, A.B., Harvard '04. The school accommodates sixty boys in residence and a few day pupils from the neighborhood.

The Taft School is rightly named. It was established in 1890 by Horace D. Taft, a brother of ex-President Taft, who first located it at Pelham Manor and three years later moved it to Watertown. It is the expression of his personality to which he has given his whole life together with his high ideals of work and scholarship. Mr. Taft graduated from Yale in 1883, and, like his brothers, studied law and was admitted to the bar, but teaching was evidently his foreordained vocation for we find him back at Yale, a tutor in Latin from '87 to '90. Mr. Taft has proved himself a great head master. Himself a tremendous worker, he may be said to inspire his boys with industry rather than to exact it of them. But there is no salvation for a boy at Taft except by hard work and any boy who survives the course of several years at the Taft School is sure to have a well trained mind. Mr. Taft sympathizes with the life of the boys on the playground as well as in the schoolroom and at once wins their comradeship and confidence by his geniality and large heartedness. A judicious amount of freedom is a part of his discipline in order that a boy's school life may properly grade into the greater freedom of after life. Boys are admitted only on examination. The course of study covers five years in preparation for college. The musical department is a feature. The Junior School is separately housed. The boys come from the substantial and well to do families throughout the country. About half are from Connecticut and New York, and the Middle West is strongly represented. Yale influences and ideals are largely dominant. **See page 671.**

Suffield School, Suffield, was founded in 1833 as the Connecticut Literary Institution. Loyal alumni in the past have contributed a small endowment. It is now a boarding school for boys with a four year high school course. There is also a junior school for younger boys, covering the last three years of the grammar school. Hobart G. Truesdell has been principal since 1912. During the war it became temporarily a military school and forty minutes daily of military drill is continued as a part of the routine. **See page 672.**

The Loomis Institute, Windsor, had its origin in 1874 when six of the Loomis family provided for a school on what had been, since 1639, the Loomis homestead. At that time a charter was drawn up and the school incorporated. But it was not until 1912 that the accumulated funds of over two millions were available. The trustees then decided to open a non-sectarian school with two separate departments, a day and boarding school for boys and a day school for girls. Nathaniel Horton Batchelder, A.B., Harvard '01, previously a master at Hackley and Hotchkiss, was appointed head master and organized the school, which opened in 1914. In addition to the college preparatory work, courses in agriculture, business and domestic science are provided. The student council plans and supervises student activities, affording a measure of self-government which cultivates a sense of responsibility. The pupils share in the useful labor of the school, caring for their own rooms, the class rooms and the school grounds and athletic fields. The endowment makes possible a low rate of tuition and there are a number of scholarships. The student body represents a democratic cross section of society. One fourth of the boys are fatherless; one fourth come from the social service class, sons of ministers, doctors and school men; one fourth come from the money making business class and one fourth from the professional class, lawyers, clerks, architects. About half the students take the academic course. The other half are distributed between the scientific, business and agricultural courses. In the latter course a boy may carry out an actual farm project on land rented from the school, with money borrowed at interest from the school and the profits are his, or he may farm with school money turning the produce over to the school. **See page 680.**

Westminster School, Simsbury, was founded at Dobbs Ferry in 1888, but since 1900 has been in its present location, fifteen miles from Hartford. W. L. Cushing, A.B., Yale '72, A.M., founder and head master, is assisted by his brother C. E. Cushing, A.B., Yale '85 and two sons, C. C. S. Cushing, A.B., Yale '02 and W. S. Cushing, A.B., Yale '08. The atmosphere of the school is simple and sincere and though Yale influence naturally prevails some of its three hundred and fifty graduates have en-

tered Harvard, Williams, Cornell and other colleges. The alumni are loyal and helpful and have made important gifts to the school.

Kingswood School, West Hartford, is a country day school which was inaugurated in 1916 by parents of the community. As their first head master they called George R. H. Nicholson, M.A., who is of English birth and training. Under his direction the school has followed modern methods of individual instruction and has been successful. For some years it has occupied Mark Twain's old residence, but further growth has necessitated procuring a new site for a modern country day school. The buildings as planned will provide living quarters for the faculty and will be ready in 1921.

Pomfret School was founded by the late Wm. E. Peck in 1894 at Pomfret. After twelve years as head master of St. Mark's School Mr. Peck resigned to establish this school in order that he might more fully carry out his own ideals. Since his death in 1896 the Rev. Wm. Beach Olmsted, L.H.D., who for ten years had been a master at St. Mark's, has been head master. Dr. Olmsted's tireless efforts and optimism have secured the interest of many people of wealth and social prominence whose gifts have made the physical equipment of the school comparable to any in the country. Since 1906 the school plant has been almost wholly rebuilt on a carefully thought out plan. Pomfret is a school of the Episcopal church, modeled on the plan of St. Mark's and other church schools. It is attended by about one hundred and thirty boys mostly from the wealthier families of the cities of the East.

Eastford School, Eastford, nine miles from Pomfret, for some time planned, was opened in 1920 by Stanley Kelley who has maintained a boys' camp here for some years. It is a school for twenty boys from nine to eighteen. It is actuated by the modern ideals of the New Schools of Europe and aims to develop the boy physically through manual activities and life in the country; intellectually through training the imagination, observation and reflection and by individual research; and morally through responsibility, self-government and work. Mr. Kelley loves boys and boys love him. The school fits for college and vocations. **See page 795.**

Wheeler School, North Stonington, was founded in 1889 by Miss Jennie Wheeler and endowed by her brother. Until recently it has been a coeducational school of local patronage. Girls are still provided for in the day school. As recently reorganized and modernized it is a boarding school for forty boys. The equipment is admirable, the curriculum broad and the tuition low. Flood Everett Reed was appointed head master in 1920. **See page 672.**

The Booth Preparatory and Tutoring School, 584 Chapel St., New Haven, has since 1897 been successful in preparing boys for college examinations, particularly those of Yale. In addition to regular class work, one hour of private instruction each day is given a boy. George A. Booth, Ph.B., Bellevue College '93, is the principal.

The Fox Tutoring School, 15 College St., New Haven, formerly the University School, has been conducted since 1901 by George L. Fox, M.A., who for sixteen years previous had been rector of the Hopkins Grammar School. It gives thorough individual training for college entrance to a small number of boys whose life is carefully supervised. There is dormitory accommodation for boarding pupils and a summer session.

Hamden Hall, Whitneyville, twenty minutes from the center of New Haven, is a country day school for boys, established in 1912 by Dr. John P. Cushing, A.B., Amherst, Ph.D., Leipzig, formerly principal of the high school in New Haven. In addition to the characteristic program of the American country day school there have been introduced some of the best features of the new educational movements in England and the Continent.

The Roxbury School, Cheshire, is a boarding school of individual instruction preparing for all colleges and especially for Yale. The school originated as a tutoring school in New Haven and attained great success under John Lowrance. In 1917 the school came into the control of Walter L. Ferris, A.B., Yale, who leased the plant of the historic Cheshire Academy. The school methods of instruction in small groups or individually are adapted to making good the deficiencies in the boy's accomplishment in his previous schools. In the past seven years, of over six hundred candidates prepared for fourteen universities, only nine failed to enter college. A summer session is held at Cheshire and an overflow tutoring department is maintained at New Haven. **See page 678.**

The Milford School, Milford, is an outgrowth of the Rosenbaum Tutoring School, established many years ago at New Haven where a branch is still maintained for tutoring undergraduates. Since 1917 the school has been located at Milford where there is dormitory accommodation for thirty. It prepares boys particularly for Yale College entrance examinations. It attempts to diagnose each case and by instruction individually or in small groups to correct and supplement the defects of his past work. An inclusive fee adjusted to the amount of work is fixed before the boy is accepted. No boys are accepted under sixteen years of age. In the past seven years, of over eight hundred boys prepared for college, only ten have failed to enter. **See page 679.**

The Choate School, Wallingford, was opened in 1896 and named for the Hon. William G. Choate. Mark Pitman was its first master. In 1909 the school came into the capable hands of George Clare St. John, A.B., Harvard '02, who had previously been a master in the Hill and Hackley Schools. Both Mr. and Mrs. St. John are wholly devoted to the school and have been successful in the attainment of their purpose to keep a homelike atmosphere. Mr. St. John now owns a controlling interest and under his fostering care the school has had a consistent growth. Something of the spirit of the school is evidenced by the school prayer: "Prosper Thou, oh Lord, our labors, and may the good name and influence of this school be handed down from generation to generation for the comfort of this Nation and for Thy glory." There is no one college influence, many universities being represented on the faculty and in a recent graduating class of twenty, seven different colleges were chosen. An attempt is made to adjust the curriculum to each individual by avoiding a rigid system of forms. There is a lower school for young boys. **See page 670.**

The Hopkins Grammar School, 1207 Chapel St., New Haven, was established in 1660 on the Hopkins bequest. For nearly fifty years, until Yale came into existence, Hopkins sent its graduates to Harvard, but since that time it has naturally prepared chiefly for Yale College. More than twelve hundred of its alumni have graduated from Yale, including seven of the presidents of Yale. Under George B. Lovell, Ph.D., Yale '09, who has been head master since 1916, the school has regained something of its former prestige as a college preparatory school. The course covers six years.

Westport Home School, Westport, has, since 1911, been conducted by Edward D. Merriman, A.M., Yale, who after long experience in college preparatory work is devoting his later years to the training of young boys in his own home. Fifteen resident students are accommodated. There also is a day school. Careful supervision and training, in a home, are given at a moderate price.

The Grail School, Fairfield, is a small special school preparing for college and the larger preparatory schools. Charles Clark Saunders, Ph.D., is the head master.

The University School, Bridgeport, was established in 1892 by the present head, Vincent C. Peck, A.B., Yale '84. Class, group and individual instruction are combined in preparation for college examinations.

The Harstrom School, Norwalk, has been maintained since 1893 by Dr. Carl A. Harstrom, Ph.D., Yale, and since 1899 exclusively as a college preparatory tutoring school. Resident accommodation is provided for a limited number of boys.

The King School, Stamford, now in its forty-third year, was founded by Hiram U. King and incorporated in 1913. It is a day school patronized largely by the people of Stamford with accommodation for a small number of resident pupils in the home of the head master. H. Mason Brent, A.M., became head master in 1918. The school has prepared for college about two hundred boys.

Betts Tutoring School, Stamford. Since the destruction by fire of the old Betts Academy in 1908 Wm. J. Betts has given his time to tutoring for Yale, avoiding the usual cut and dried methods in achieving success with hopeless cases.

Massee Country School, Shippan Point, Stamford, is a boarding school with a department for day pupils, conducted on the country day plan. Dr. W. Wellington Massee, A.M., Columbia; Ph.D., Christian College, has had long experience in tutoring boys of the leading New York families for college entrance examinations. Since the school was established in 1900 it has had a consistent growth in numbers and equipment. Boys receive careful individual attention both in their studies and physical welfare. For the past twelve years the school was located at Bronxville, N.Y., but its growth requiring larger quarters it moved in 1920 to its present site, formerly occupied by the Stamford Military Academy. The lower school accepts boys as young as seven. There is also a summer session in preparation for the fall school and college examinations. **See page 680.**

Brunswick School, Greenwich, is a day school patronized by the families of wealthy New York business men who reside here. Established in 1902 by the present head master, George E. Carmichael, it was three years later incorporated with the assistance of generous residents who appreciated Mr. Carmichael sufficiently to raise the necessary funds for a new and permanent school home. The school has thus been fortunate in having the cordial support of its patrons. Mr. Carmichael is a man with interesting and original ideas on such educational matters as the sequence of courses and arrangement of hours to maintain interest and lessen strain. The schoolrooms are models in light, in color scheme, ventilation and seating plan. It is a preparatory school insisting on thorough work, providing instruction throughout the school course. Its graduates have been successful in seventeen colleges. The faculty is especially strong and represents all the leading eastern colleges. In 1917 Mr. Carmichael bought the school and organized a new corporation in association with two of his teachers, Fred A. Luce, A.B., and Percy L. Wight, A.B.

MIDDLE STATES AND MARYLAND

NEW YORK

New York City

New York Preparatory School, 72 Park Ave., was reorganized in 1893 under its present name by Emil E. Camerer, A.M., LL.B., from an earlier foundation. The school gives special attention to those preparing for college, Regents, West Point and Annapolis examinations. Since 1895 the Dwight School has been under the same control. A branch school is also maintained in Brooklyn.

Bovee School, 4 E. 49th St., has been maintained by Miss Kate Bovee since 1894. It is a school of some social standing which prepares about thirty boys for the Browning and other schools.

The Chelsea School, 215 W. 23d St., of the educational department of the 23d Street Y.M.C.A., maintains grammar and preparatory departments, with classes limited to ten. Francis P. Lamphear is educational director and Samuel Hayford, secretary.

Dwight School, 72 Park Ave., organized in 1880, was named for former President Dwight of Yale College. It is a college preparatory day school in which men teachers give intensive training. It is one of three schools owned and operated by Emil E. Camerer, A.M., LL.B.

The Browning School, 31 W. 55th St., is a large day school of social prestige which has established a reputation for efficiency in preparing boys for college. It was established in 1889 and for a generation presided over by John A. Browning, A.B., Columbia '75, A.M., '78, a man of reserve and conservative tendencies, who won a clientele of the highest class. The school occupies three adjoining private houses remodeled for school purposes. In 1919 Arthur J. Jones, Harvard, A.B., '02, A.M., '03, became the head master.

McBurney School, 318 W. 57th St., under the auspices of the West Side Y.M.C.A., is a day school for one hundred and fifty boys. The school, organized in three departments, preparatory, technical and business, lays stress upon the physical, mental, moral, social and vocational development of the boy. The boys have the use of the excellent equipment of the association. N. W. Edson became principal in 1918.

Allen-Stevenson School for Boys, 50 E. 57th St., was established in 1887 by Francis B. Allen, A.B., Harvard, and continues under his direction and that of Robert A. Stevenson, A.B., Princeton. It attracts pupils of various social classes, largely sons of college graduates, because of the special attention given to physical development. The upper school pre-

pares boys for the leading colleges. The better attended lower school prepares for the upper grades and for other secondary and boarding schools.

St. Bernard's Preparatory School, 4–10 E. 98th St., is a school for young boys from six to fourteen and prepares for the boarding schools. The afternoon recreation and study feature has recently been introduced and a new building erected. The founders and present heads are Francis Tabor and John C. Jenkins. The latter was formerly a popular teacher associated with Mr. Craigie, an Englishman who maintained a school on English lines.

Kirmayer School, 38 E. 60th St., is a school for fifty boys maintained by Frank H. Kirmayer, S.B., Harvard. The boys do good academic work in preparation for boarding schools and colleges.

The Buckley School for Boys, 120 E. 74th St., is a private day school, established in 1913 by Benjamin Lord Buckley, A.B., Columbia, to prepare young boys for leading secondary schools. Boys as young as six are admitted and carried up to within three years of college entrance. Mr. Buckley has proved himself exceptionally well fitted in the work of educating younger boys and has won the confidence and financial support of his patrons.

The Cutler School, 755 Madison Ave., a day preparatory school providing instruction from primary to college, was established in 1876 by the late Dr. Arthur Hamilton Cutler, who held to conservative principles and high standards. In 1918 it was purchased by four of the instructors longest associated with him. It has prepared more than five hundred boys for the leading colleges, the great majority of whom have entered Harvard, Columbia, Yale and Princeton, the numbers being in the order named. The list of the Cutler School Alumni includes the names of leading families in New York, and many of its former pupils have become prominent in the life of the nation.

The Pinneo School for Boys, 801 Madison Ave., is a school for young boys through the grammar grades. It was opened in 1914 by Alfred W. Pinneo, who for twenty years was with Mr. Browning. He is now wholly emancipated from the traditional and follows eclectically modern methods. Children as young as three are accepted and in their training Froebel and Montessori may have a word but not dictate exclusively. Individual methods, musical training, discussions on live and interesting topics and student self-government characterize the school. Mr. Pinneo's booklet flames with revolt against the traditional, but makes it apparent that he has found a better, a more scientific and more sympathetic approach to the boy's mind.

The Lawrence Smith School for Boys, 850 Madison Ave., is a small day school for young boys opened in 1914 by Clement Lawrence Smith, A.B., Harvard '97, A.M., '04, who had previously been a master at Milton and St. Paul's. The school has social standing and has made good on its record.

Loyola School, Park Ave., near 83d St., opened by Rev. Neil N. McKinnon in 1900 under the direction of the Jesuits, is a day preparatory school providing for afternoon study and play. Since 1915 the Reverends J. H. Richards, D. W. Hearn and James M. Kilroy, as principals, have successfully conducted the school.

Kelvin School, 331 W. 70th St., opened by G. A. L. Dionne, Wooster '93; Columbia '01, the head master, in 1903, is a college preparatory day school. Mr. Dionne is a charming gentleman and his work seems uniformly successful. The classes are small so that much individual attention is given without exclusive tutoring.

The Brown School of Tutoring, 241 W. 75th St., opened in 1910, grew out of the summer school established by Frederic L. Brown, B.S., Syracuse, in 1906. Individual instruction makes it possible to accomplish a program of work limited only by the capacity of the individual pupil. The large faculty of full time instructors of long experience prepare boys and some girls for the leading secondary schools and colleges. A separate school for girls occupies an adjoining building. Eighty-six per cent of school and college examinations have been passed successfully. **See page 684.**

St. Ann's Academy, 153 E. 76th St., a day and boarding school, has since 1892 been conducted by the Marist Brothers and offers instruction from primary grades to college. Afternoon work, recreation and exercise are arranged for the day pupils. Brother Adolph is the director.

Collegiate School, 241 W. 77th St., is the oldest existing private secondary school in the United States, having a continuous history running back to the early settlement by the Dutch of Manhattan Island. It dates from 1638 or earlier. Established by the Dutch Reformed Church it has long been non-sectarian. For two hundred and fifty years it was maintained as a parish day school, but in 1887 it became a grammar school, at first for boys and girls, in 1891 preparatory, and after 1894 for boys only. The school has occupied many sites progressively northward as the city has developed. The school is administered by a board of trustees and the nineteenth head master, Arthur F. Warren, a graduate of Amherst and a prominent educator, has capably filled that position since 1910.

The Carpenter School, 310–312 West End Ave., opened in New York in 1900 by H. Manning Carpenter, continues the

work begun at Rochester in 1862 by his father. Mr. Carpenter is an educator of unusual vision and sense of proportion. It is a day school preparing young boys especially for St. George's. The boys are from the well to do families who wish for their young children especially able, yet sympathetic supervision. Special stress is laid upon practical manual training and out of door life, both handled with sound common sense.

Hamilton Institute for Boys, 509 West End Ave., a day school making a specialty of college preparation, has been maintained since 1892, by the present principal, N. Archibald Shaw, A.B., Hamilton '82, A.M., '85. The school emphasizes athletics. Mrs. Shaw conducts Hamilton Institute for Girls.

Berkeley-Irving School, 309-315 W. 83d St., is a large day school preparatory to college. It was formed in 1916 by the merging of the Berkeley School, founded in 1880, of which Wm. H. Brown was president, and the Irving School, founded by Louis D. Ray, A.M., Columbia, Ph.D., New York University. Mr. Brown is president of the corporation and Dr. Ray vice president and head master. The two schools have in their history prepared over a thousand boys for Yale, Harvard, Princeton, Columbia and other leading colleges. Instruction is provided in all departments from primary to college entrance. There is supervised afternoon study and play. There is a manual training shop and outing classes are conducted. In connection with the school two summer camps are maintained so that boys can be cared for the year round. **See page 681.**

Franklin School, 18-20 W. 80th St., formerly the Sachs Collegiate Institute, is a day school founded in 1872 by Julius Sachs and continued by him until 1904, when he gave up his two schools for girls and boys for his work at Teachers College. The present principal, Dr. Otto Koenig, has been connected with the school since 1896 and continues the traditions and policy which have always characterized the school. Courses are provided from primary to college preparatory.

Trinity School, 130-147 W. 91st St., was founded in 1709 by the venerable "Society for the Propagation of the Gospel in Foreign Parts" and was endowed in 1709. It was maintained in connection with Trinity Parish until 1806, when the school was incorporated. Conducted at first in the tower of old Trinity Church as an elementary school it has moved uptown with the progress of the residential district and has increased the range of instruction. In 1898 the corporation established a separate school for girls, St. Agatha. It is today a prosperous endowed day school under the auspices of the Episcopal church giving instruction from primary to college preparation. The Rev. Lawrence T. Cole, A.M., Ph.D., has been rector since 1903. Four fifths of the graduates yearly enter the leading colleges.

The Speyer Experimental Junior High School, 94 Lawrence St., is a junior experimental school conducted by Teachers College and the Board of Education of New York City. The city pays the teachers' salaries and the college furnishes the professional supervision through Professor Briggs. The principal, Joseph K. VanDenburg, is also an officer of Teachers College. No tuition fee is charged though the building is privately owned.

Columbia Grammar School, 93d St. and Central Park West, was founded in 1764 as a preparatory school to Columbia College. With the college, though no longer directly connected, it has progressively moved uptown as the city has grown. In the middle years of the nineteenth century it rose to high prominence under the able direction of Dr. Anthon, America's earliest classical scholar. After fifty-three years of arduous service as head master, Mr. B. H. Campbell, in 1920, became head master emeritus, and was succeeded by Frederic A. Alden who had long been associate head master. At the same time there was a change in the directors, and the school entered upon a new phase of its long career. The faculty is largely Columbia men, but the school prepares for all colleges.

Riverdale Country School, Riverdale-on-Hudson, is a college preparatory boarding and day school. It was established in 1907 by Frank S. Hackett and has always concentrated upon college preparatory work and achieved an unusually high record in the success of its candidates on entrance examinations. The school is now incorporated and has a complete new plant, designed by McKim, Mead and White, on an eminence overlooking Van Cortlandt Park and the Hudson. A new dormitory with one hundred single rooms was opened in 1920. For day students from the city a bus service is maintained. A complete course of study from the fourth grade to college entrance is provided, the three lower grades being separately organized as a Lower School. In the Upper School a council of five elected monthly administers a system of self-government. The school has long maintained a summer camp in the Adirondacks. **See page 683.**

The Barnard School, Fieldston, W. 244th St., a day school for boys established in 1886, is one of a group of four schools, one for girls and two elementary schools, all bearing the same name in honor of a former president of Columbia. Influenced by the country day movement the school in 1912 opened on a new site overlooking Van Cortlandt Park, where the boys are kept occupied throughout the day. William L. Hazen, A.B., LL.B., has been the head master of the Barnard Schools since their establishment. The associate head master is Theodore E. Lyon. The kindergarten and elementary schools are under the direction of Katharine H. Davis.

Horace Mann School for Boys, Fieldston, W. 246th St., was established as a model and experimental school in connection with Teachers College, a department of Columbia. First opened in 1887, it was coeducational until 1914. In 1914 the boys' school was separated and removed to a new site opposite the playgrounds of Van Cortlandt Park, where it now offers all the facilities of the boys' country day school to pupils in the last six years of college preparation. Ninety per cent of the pupils prepare for college and eighty per cent enter. Franklin W. Johnson, A.B., Colby '91, A.M., '94, L.H.D., '16, is the principal.

Polytechnic Preparatory Country Day School, Dyker Heights, Brooklyn, was established in 1917, the continuation of the preparatory department of Polytechnic Institute, founded in 1854. It was the outgrowth of the strong desire on the part of alumni and trustees to have an all day school on modern lines. Half a million dollars was raised for the new school plant, which is perhaps unequaled for its purpose. Joseph Dana Allen, A.B., A.M., who had successfully built up a similar type of school at Buffalo, has been the head master since 1917. The boys come from all parts of Greater New York. In the freshman class at Yale this year the school led in the proportion of boys on the honor lists.

Prospect Heights School, 217 Lincoln Pl., Brooklyn, founded in 1899, is a day school patronized by the younger sons of Brooklyn families. William K. Lane, A.B., Williams '01, is the principal of the school and directs the college preparatory work.

Marquand School, 55 Hanson Pl., Brooklyn, N. Y., is a day school for boys maintained by the Central Branch Y.M.C.A. since 1907. It admits boys from the fifth grade and prepares them for college or for commercial life. It has the unusual facilities for physical development offered by the large new building of Central Branch Y.M.C.A. It has a strong male faculty of experienced teachers. Many features of the country day school, as well as supervised study and play, have recently been adopted. Mr. Carle O. Warren, A.M., is head master.

St. Paul's School, Garden City, whose legal title is the Cathedral School of St. Paul, was founded by Mrs. Cornelia M. Stewart as a memorial to her husband, Alexander T. Stewart. It is the diocesan school of Long Island, controlled by the Cathedral Chapter of which the Bishop, the Rt. Rev. Frederick Burgess, is the head. Boys of ten who have completed the fourth grade work are admitted to the "first shell" as the fifth grade is called, and carried through to college entrance. The boys come chiefly from Greater New York. Walter R. Marsh, A. B., Harvard '89, the head master, formerly head of the Pingry School, is the author of a series of mathematical textbooks.

The Lawrence School, Hewlett, on Long Island, twenty miles from New York, is a coeducational day school, with resident accommodation for ten boys. Established in 1892 by gentlemen of the adjoining town of Lawrence, to provide for their own children, the school has had a constant growth, and in 1920 moved to its present site. B. Lord Buckley, whose New York school has been so successful, and Ward L. Johnson, formerly head of the Mill Brook School of Concord, Mass., are the head masters. **See page 682.**

Kohut School, Harrison-on-Sound, is a country day and boarding school. Established in 1908 by Dr. G. A. Kohut, it was long at Riverdale-on-Hudson, but in 1920 moved to its present site, formerly occupied by the Heathcote School. For some years it has been under the direction of Harry J. Kugel, A.B., Yale, who has been connected with the school since its establishment. Its pupils come from representative Jewish families throughout the country.

Kyle School, Irvington-on-Hudson, maintained by Dr. Paul Kyle since 1890, is a semi-military boarding school for fifty boys from eight to sixteen years of age. The school also conducts a camp in the Catskills.

The Hackley School, Tarrytown-on-Hudson, was founded in 1899 and generously endowed by Mrs. Caleb Brewster Hackley, under Unitarian influence, though its atmosphere is non-sectarian. It is administered by a board of trustees of which Rev. Samuel A. Eliot is president. Walter Boutwell Gage, A.B., Harvard '94, who has been with the school since its beginning has been head master since 1908. Mr. Gage is a man of vigorous personality and democratic ideals, open-minded to educational advance, enthusiastic and devoted to the school. During his régime the school has prospered. Of the faculty of twelve, six have been with the school for periods of from ten to twenty years. It is distinctly a college preparatory school. Of the two hundred and sixty alumni the great majority have entered Harvard and Yale. The boys come from well to do families, chiefly of New York and New England, though twenty states are represented. Funds are available for the assistance of a number of boys of inadequate means. **See page 687.**

Repton School, Tarrytown-on-Hudson, is a boarding and day school for boys from six to fourteen years of age. It was opened in 1919 by V. Willoughby Barrett, but perpetuates the name of the school previously maintained there by Mr. Roach, a former master in the English school of the same name. The school is conducted on the plan of similar schools in England.

The Irving School, Tarrytown-on-Hudson, was established

in 1837. Since 1891 it has been owned and operated by the head master, John Myers Furman, A.B., Union College, '80, A.M. '02. The school has occupied its present site since 1904.

The Stone School, Cornwall-on-Hudson, on the slope of Storm King Mountain, is a college preparatory school for boys. It was established in 1867 and from 1887 to 1916 was conducted by the Rev. Carlos H. Stone. Alvan E. Duerr, A.B., Williams '03, the present head master, has been associated with the school since 1912 and previously had a broad experience in other secondary schools. His interest in boys, his zest and enthusiasm for his profession have never been dulled and he must impress his pupils as more human than do most school masters. He conscientiously endeavors to understand his boys, to estimate their physical, mental and social possibilities and to develop their natural aptitudes. The course of study and the general training are broader than is usual, and numerous extra curriculum activities are encouraged. The lower school for younger boys from nine to twelve is housed separately, in charge of a competent house mother. The boys come from all parts of the country. **See page 685.**

The Raymond Riordon School, Highland, Ulster Co., occupies an extensive tract of varied land overlooking Chodikee Lake. It was established in 1914 by Mr. Riordon and attempts to get away from the formalism of the traditional school, to utilize the arts and crafts and to stimulate constructive activity without essential neglect of academic instruction or college preparation. In its plan the school follows somewhat the New Schools of England and the continent. The boys have much responsible work in connection with the farm and the school plant and thereby get training in doing and administering. Lessons, industrial activities and play are all conducted as much as possible in the open air. Charles W. Stowell, Ph.D., is in charge of the academic work. **See page 688.**

Mackenzie School, Monroe, Orange County, was established by the Rev. James Cameron Mackenzie in 1901. Dr. Mackenzie was born in Scotland but educated at Phillips Exeter, Lafayette College and Princeton Theological Seminary. In 1882 he reorganized the Lawrenceville School and administered it for eighteen years, resigning in 1899 to organize the Tome School. In 1901, with the financial assistance of J. Scott McComb and other friends of the school, he established the present school at Dobbs Ferry. In 1914 to provide for a larger growth the school was removed to Monroe, in the Ramapo region of Orange County, forty-eight miles from New York City. The enrollment is representative of the whole country. There is a junior department for boys as young as seven and a summer quarter. **See page 690.**

The Mohonk School, Lake Mohonk, Ulster Co., is an outdoor boarding school for boys, opened in 1920 on the great Smiley estate. There is every opportunity for outdoor sports. Boys are taught to ride and care for their horses. The instruction is largely out of doors and an effort is made to correlate work in the shop and on the farm with that of the class room. It is hoped that the boys will get some idea of service and community responsibility. Jerome F. Kidder is the head master. **See page 682.**

Woodland School for Boys, Phœnicia, established in 1912 by Erwin Spink, is a home school characterized by a wholesome outdoor life. There are about twenty-five boys in attendance from various states.

The Pawling School was founded in 1907 by Dr. Frederick L. Gamage under conditions which assured success. For fourteen years previously Dr. Gamage had been head master of St. Paul's School, L.I., from which he withdrew and started a new school with many of his former pupils and colleagues. As a memorial to his son who had died while a pupil of Dr. Gamage's at St. Paul's, George B. Cluett established the Cluett foundation which made possible the new buildings. The confidence felt in Dr. Gamage by his patrons has resulted in further generous gifts and endowments. The school has been successful in preparing boys not only for college entrance examinations but for subsequent college life, for which the extra curriculum activities afford broad preparation. The School Congress, the Senate of which is made up from members of the sixth form and the House of those of the fifth, fashioned after our National Legislature, affords the boys familiarity and training in parliamentary practice and the vital issues of the day. An earnest effort is made to stimulate the boys' sense of honor in all things. Another interesting feature is that week end privileges away from the school are granted as a reward and stimulus for good work. The boys come largely from well to do families of New York and adjacent states. **See page 686.**

Berkshire Industrial Farm School, Canaan, is a non-sectarian, national training school for unruly and delinquent boys, founded in 1886 by Mr. and Mrs. Frederick Gordon Burnham. It is presided over by Edmund B. Hilliard, Harvard '99, formerly a master at Groton, who finds absorbing interest in his present mission. Mr. Hilliard remarks that "It takes a pretty bright boy to be known as a bad boy; it takes a boy of imagination to invent anything dangerous or daring." He is interested not in their past but in their future, and maintains a delightful and stimulating atmosphere. The school occupies the site of an old Shaker colony, the buildings of which are

gradually being replaced by permanent structures. The work of the public schools is carried on. The boys learn trades and enjoy all kinds of sports and athletics. They perform much of the necessary work and the Unity League, composed of eighteen older boys, meets weekly with the head master to discuss the management of affairs.

The Albany Academy, founded in 1813, is one of the few surviving old fashioned academies. It is rich in traditions and bears the stamp of such men as Joseph Henry and David Murray who are numbered among its masters. The atmosphere and spirit of the school, as it exists today, are the unique product of the heart and mind of the late Dr. Henry P. Warren, who at his death had been its head master for over thirty years. Under his hand it has become exclusively a college preparatory school with a high standard of scholarship. On his death in 1919 Islay F. McCormick, A.B., Bowdoin, for seven years previously a master, was appointed head master. The pupils come from Albany and its immediate vicinity. A cadet battalion, organized fifty years ago, is a valuable feature of the school and provides an ideal solution of the conjunction of military training with the work of preparation for college. A steadily increasing endowment fund is making possible large improvements and extensions in the plant and teaching force.

La Salle Institute, Troy, conducted by the Brothers of the Christian Schools, was founded in 1853 and incorporated in 1891. Though Roman Catholic, it receives both Protestant and Catholic students. In addition to the usual studies, commercial subjects and military drill are features of the school.

Hoosac School, Hoosick Falls, on the edge of the Berkshires, is one of the younger church schools, incorporated in 1903, "the whole order of the place being regulated and influenced by the religious teaching of the Episcopal church." It aims to give proper physical and moral training in the preparation for college or business life. Rev. Edward D. Tibbits is the rector.

Silver Bay School, on Lake George, opened in 1918, is a carefully considered attempt to combine with the studies of the school curriculum useful outdoor work, such as gave its great value to the education imparted by the old New England farm. The purpose of this work is to stimulate resourcefulness and initiative and the development of character. The school has the use of the extensive property and plant of the Silver Bay Association, which has been built up during the past sixteen years for summer conferences, now annually attended by three thousand. The school offers a six year course for boys from twelve to eighteen in preparation for college. Emphasis is laid upon student initiative. All study

hours are supervised. The boys take part in the greatest variety of outdoor activities connected with the upbuilding of the estate and maintenance of the community. There are athletics and winter sports and excursions. C. C. Michener, A.M., who has been connected with the association from the first, is president of the school. H. F. Martin, Ph.D., is the principal. **See page 689.**

The Adirondack-Florida School, founded in 1903 by the late Paul C. Ransom, inaugurated the plan of spending the spring and fall in the Adirondacks and the winter months in Florida. For six preceding winters Mr. Ransom had taken a group of boys to the present winter home, Coconut Grove, five miles south of Miami, Fla. The fall and spring terms are on Clear Pond, Post Office Onchiota, Franklin Co., N.Y. Since 1907 L. H. Somers, A.B., Yale, has been the head master. It is a college preparatory school in which the instruction is in small groups or individual. It offers unusual year round outdoor activities including camping and cruising. The life is that of a refined, well ordered home. **See page 709.**

The Lake Placid School was established in 1905 on a similar plan by John M. Hopkins, A.B., who had formerly been a teacher in the Hill and Adirondack-Florida Schools. The school spends the spring and autumn on Mirror Lake, Lake Placid, the winter at Coconut Grove on the Biscayne Bay, Florida. The school has been remarkably successful not only in the records of its boys in entrance examinations, but in their after careers in college. There is out of door life throughout the year. In Florida it is largely on salt water. Provision is made for the study of music. **See page 708.**

Cascadilla School, Ithaca, was founded in 1870 by Prof. Lucien A. Wait of Cornell, to afford special instruction for boys preparing for that college. From 1893 to 1914 Charles V. Parsell, A.M., St. Lawrence University '81, was in control. He was succeeded by W. D. Funkhouser and in 1918 by A. M. Drummond, A.B., Hamilton, M.A., Harvard. There is a Summer Session and a Special Tutoring School for college and university examinations. **See page 690.**

Nichols School, Amherst and Colvin Streets, Buffalo, a country day school for boys of Buffalo and vicinity founded in 1892 by the late William Nichols, was incorporated in 1909 and moved to its present site, where it offers all the opportunities, outdoors and in, for its all day work. The school has in eight years increased from twenty to one hundred and fifty and in the last six years has sent more than one hundred boys to college. A feature is made of supervised study and a two year commercial course is given. Walter D. Head, A.M., Columbia, Harvard, A.B., has been head master since 1917.

NEW JERSEY

Stevens School, Hoboken, continues the school which was formerly the academic department of Stevens Institute, though now there is no immediate connection. In 1917, B. F. Carter, A.M., and some of the former masters organized the present school. Since 1918 B. F. Carter has been in sole charge. Special emphasis is put upon mathematics and sciences and preparation for technical schools.

Kingsley School, Essex Fells, is a college preparatory school for seventy boys, in the hill country of northern New Jersey, twenty-two miles from New York. The school method is personal. The groups in the various houses and in class rooms are small. All teachers are chosen for their personality and character, as much as for their scholarship. Prior to opening the Kingsley School, Mr. Campbell had a broad experience as teacher and executive in both private schools and colleges.

Montclair Academy, Montclair, embodies the educational ideals and methods of J. G. MacVicar, A.M., under whose management the school has been continued since 1887. A steady growth in local patronage has marked the school's career. The fact that several of the faculty have been with Mr. MacVicar during the great portion of the life of the school has greatly assisted him in developing his methods. C. H. Garrison is the assistant head master. It is an efficient college preparatory school with a lower school covering all the grammar grades. Small classes are maintained and lessons are prepared under careful supervision. A business course is offered for those who will not go to college. **See page 691.**

Morristown School, thirty miles from New York City among the hills of northern New Jersey, was founded in 1808 by Thomas Quincy Browne, Jr., Arthur Pierce Butler and Francis Call Woodman, all Harvard '88. Mr. Browne died in the summer of 1914 and Mr. Woodman, for many years the head master of the school, resigned from the position in 1917 to follow other educational work. After serving as acting head master for the year 1916–17, Mr. Butler was appointed by the trustees as head master in July, 1917. The school prepares boys for any college or scientific school and receives both boarding and day pupils. Its capacity has been recently very considerably increased by the acquisition of the Langdon Estate opposite the school. The lower school accommodates fifty and the upper school sixty-five boys. The curriculum is broad and a large measure of choice in studies is afforded the individual boy, but the same amount of work in actual units is required of all for graduation. Through a committee of seven boys elected monthly by the students the school is now governed in virtually all its activities

In this school the boy is regarded as of greater importance than the subject, and the teaching tends to develop interest in studies and to relate them to future activities. It is democratic in its freedom in religious matters and in its system of discipline, which is, to a large extent, dependent upon the cooperation of the boys.

Blair Academy, Blairstown, is a large, well equipped preparatory school. It was founded in 1848 by John I. Blair and has been liberally endowed by him and his son, DeWitt Clinton Blair. Formerly coeducational and known as Blair Presbyterial Academy, in 1915 it was reorganized as a boys' school. It is a well equipped school of two hundred and fifty boys, and supplies a broad and sound training at moderate cost. The curriculum includes most subjects accepted by colleges for entrance. The Senate represents the student body in self-government. The Rev. John C. Sharpe, A.B., LL.D., principal since 1898, had had a long and successful educational experience. **See page 691.**

Carteret Academy, Orange, stands on land originally granted to Sir George Carteret. It was established in 1901 by Dr. David A. Kennedy and Charles A. Mead, A.B., Yale, who in their long connection with the till then coeducational Dearborn-Morgan School saw the need for a boys' school in the community. With the encouragement and financial assistance of public spirited citizens of the Oranges a corporation was formed. In 1906 Dr. Kennedy resigned. An elementary department was added in 1913, so that now the school includes ten forms.

Orange Tutoring School, 144 Halstead St., East Orange, was established in 1914 by Chanter Cornish, A.B., Yale '11. It is a day school of local patronage but has accommodation for a few boarding pupils.

Newark Academy, founded in 1792 by gifts of citizens of Newark, is an endowed day school for boys, offering instruction from primary up to college. Samuel A. Farrand, for forty years head master from 1850, was one of America's great masters of a profession and in his long régime greatly strengthened the school. In 1901 he was succeeded by his son, Wilson Farrand, A.B., Princeton '86, A.M., '89. The patronage is largely from Newark and the surrounding towns, including the Oranges.

Summit Academy, twenty-one miles from New York City, may be said to have begun in 1885 when the school came under the charge of the present principal, James Heard, A.M., Columbia. In 1895 its location was changed and the former military system abandoned. It is a small day school with a primary department and preparatory for college.

Carlton Academy, Summit, conducted for eleven years by Charles H. Schultz, has recently come under the direction of the Rev. James F. Newcomb. It offers college preparatory and business courses to boarding and day pupils. The aim is to train boys in the Roman Catholic faith, to give them individual attention in their studies, with home care for the younger boys. **See page 692.**

The Pingry School, Elizabeth, is a country day school. Started in 1859 it owes its name to the Rev. John F. Pingry, one of the great teachers of his day, who was its head from 1861 until the school was incorporated in 1891 by citizens of the town. It was reorganized as a country day school, for which its situation is admirably adapted. Some of the characteristic features of the school are the full measure of self-government, instruction in music and in public speaking. In 1920 C. Bertram Newton, A.B., Princeton '93, formerly a master at Lawrenceville and for eight years head master of the Blake School, Minneapolis, was elected head master.

The Wardlaw School, Plainfield, succeeding Mr. Leal's School for Boys in 1916, is an incorporated day school maintained by Charles D. Wardlaw, A.B., who was long associated with the preceding school. Seventy-five boys are cared for throughout the day.

Rutgers Preparatory School, New Brunswick, was established in 1766, the same year as the college which was then known as Queen's. It is owned by the college and until recently was known as "The Grammar School." It has always specialized in preparing boys for college and has a notable list of alumni. The school is not denominational and is operated independently. It is housed in new cottage dormitories in rural surroundings. The atmosphere is homelike and democratic and the relation between the head master and the boys is natural and cordial. Projects for student welfare are to a great extent worked out and applied by the boys themselves, under guidance. Since 1911 William P. Kelley, a graduate of Dartmouth, has been the head master. Mrs. Kelley takes an active part in directing the home life. Music enters into the life and recreation. **See page 695.**

The Peddie Institute, Hightstown, midway between New York and Philadelphia, began as early as 1864, but in 1879, was endowed and chartered under its present name in honor of its benefactor, the Hon. Thomas B. Peddie. In 1898 Roger W. Swetland, A.M., and LL.D., University of Rochester, became head master and under his able administration it has greatly prospered. Its endowments make possible an efficient faculty and thorough instruction at moderate cost. In 1908 it was made a school for boys exclusively and since then its

attendance has increased from eighty to four hundred boys who come largely from New York and New Jersey while representing more than thirty other states. Ninety per cent of the graduates yearly enter such colleges as Princeton, Yale, Harvard, Cornell and Brown. See page 694.

Pine Lodge, Lakewood. Frank L. Olmsted has for fourteen years taken into his family ten boys, giving them a broad training and simple life, a minimum of formal lessons, a good deal of play acting and woodcraft—a sort of laboratory course in education.

Newman School, Lakewood, was named after Cardinal Newman, whose educational ideals it aims to carry out—to fit boys of Catholic families to live in a world which is not preeminently Catholic. Its pupils come from Roman Catholic families of wealth in all parts of the United States. First established at Orange in 1900, it moved in 1903 to Hackensack. Upon the resignation of Dr. Locke, its founder and head master for fifteen years, the Very Rev. S. W. Fay, S.T.D., became rector, and C. E. Delbos, formerly of Sedbergh School, England, became head master. The success and growth of the school necessitating larger quarters, it moved in 1920 to its present site. Thorough preparation is given for all colleges and technical schools. See page 693.

The Lawrenceville School, on the John C. Green Foundation, was chartered in 1881. It was a reorganization of an earlier school established in 1810 by Isaac Brown, a Presbyterian clergyman. From 1839 to 1878 under the management of the Revs. Samuel and Hugh Hamill, it prospered as the Lawrenceville Classical and Commercial High School and during that time enrolled 2500 pupils. John C. Green, who had been one of the original pupils, amassed a fortune in the China trade, and leaving it without restrictions, his executors determined upon the establishment of an endowed preparatory school for boys. They purchased the Lawrenceville School and Dr. James Cameron Mackenzie, appointed head master, organized the new school, which reopened in 1884.

Dr. Mackenzie proved himself an organizer of no ordinary ability and gave to Lawrenceville its present characteristic policy. During his administration and that of Charles Ewing Green, the sole surviving residuary legatee and President of the Board of Trustees, the school greatly prospered. He introduced the English "house" system, then a novel feature in American schools, which has since been widely copied by other American private schools. The boys below the upper form occupy separate houses, each presided over by a master and his wife, assisted by an unmarried master. Every house is a home unit, and there are inter-house instead of inter-class contests

in athletics. The effect of this system has been to preserve and foster individuality, a problem difficult to attain otherwise in an institution containing four hundred pupils. In the "Upper House," for the boys of the Fifth form, there is more personal freedom than in the masters' houses; the discipline is largely in the hands of the boys, in order that they may the better prepare themselves for the greater freedom of college life.

From 1899, for twenty years, the school was presided over by the Rev. Simon J. McPherson as head master and Henry W. Green, grand-nephew of the founder, as President of the Board of Trustees, who has proved himself devoted to the school's interests. Under this régime the school developed its characteristic practices and customs. Boy life at Lawrenceville, more than at any other American school, has some of the features of the life at the great English public schools. It has developed a local vocabulary and evolved time honored customs. The picturesque side of Lawrenceville life has been portrayed in numerous stories by its best known literary alumnus.

Lawrenceville is today one of the larger popular preparatory schools, national in its patronage. The school, though nonsectarian, has Presbyterian traditions, which, together with proximity, incline forty per cent of the students to choose Princeton as their university. Financial aid is extended to a few boys, but the names of these are not divulged. The atmosphere is intensely American, and to the boy of character and independence of spirit, Lawrenceville offers an opportunity to work out his salvation along lines much as in the outside world.

On the death of Dr. McPherson in 1910 the trustees, after a thorough canvass, elected as the new head master Mather Almon Abbott, M.A., a graduate of King's College, Nova Scotia, and of Worcester College, Oxford, England. Mr. Abbott was a master in Groton School from 1897 to 1916, and was professor of Latin in Yale University from 1916 to 1919. The new head master's broad vision, human sympathies, virile personality and courage immediately won him the enthusiastic support and confidence of faculty and alumni, and insure a new and greater Lawrenceville. See page 696.

Princeton Preparatory School, Princeton, was founded in 1874 by John B. Fine, A.B., Princeton, who is its present head master. Since 1895 it has been incorporated under a board of directors. The school is limited to sixty boys over fourteen years of age, who are preparing for college. Students are encouraged to progress in their studies in accordance with their individual ability. A student council supervises extra curriculum activities. The boys come from all parts of the country. Naturally the greater number enter Princeton. See page 692

The Princeton Summer School, now in its twenty-eighth year, has since 1906 been conducted by C. R. Morey, A. M. Hiltebeitel and H. D. Austin, with a permanent staff of experienced tutors. Over one thousand boys have been prepared for Princeton, of whom less than fifty have failed to enter.

The Princeton Tutoring School, 66 Nassau St., Princeton, was started in 1914 by its present head master John G. Hun, Ph.D., Johns Hopkins, upon his resignation from the Princeton faculty. It was known as the Math School until in 1918 it absorbed the University Summer School. Dr. Hun endeavors to do intensive work without cramming.

The Pennington School, Pennington, near Trenton, was founded in 1838 by the Methodist Conference and through the efforts of the Rev. John Knox Shaw, who raised a large fund. It is a moderate priced school attracting boys for college preparation, chiefly from the Middle States. Since 1910 it has been exclusively for boys, and the same year Rev. Frank MacDaniel, M.A., B.D., D.D., became head master. Under his capable leadership the school has grown and prospered.

PENNSYLVANIA

Philadelphia

The William Penn Charter School was opened in 1689, as the result of an intention which Governor Penn had declared previously. It received three Charters from William Penn, the first in 1701 of the same date (October 25, 1701) as the Charter of Philadelphia, the second in 1708 and the third and final one in 1711. The school is still conducted under the Charter of 1711. This Charter provided for "the good education of youth and their early instruction in the principles of true religion and virtue, qualifying them to serve their country and themselves, by breeding them in reading, writing and learning of languages and useful arts and sciences, suitable to their age, sex and degree."

For the first few years the school was under the joint control of the Meeting and the Board, but this plan of conducting the school proving unsatisfactory, Penn, then in England, determined to place the management of the school upon an independent basis under the sole control of a self-perpetuating body of fifteen men. Hence the Charter of 1711.

It is a city day school for boys with an attendance of about five hundred from the substantial families of Philadelphia. A high standard of academic work has long been maintained through the ten year college preparatory course. Under the dominating personality of Dr. Richard Mott Jones, head master for forty-two years, the school prospered and Dr. Jones attained a national reputation as one of America's foremost

head masters. On his death in 1917 the graduates numbered thirteen hundred, of whom more than a thousand had continued their studies in colleges and universities. Richard Mott Gummere, Ph.D., a graduate of Harvard and Haverford, for many years head of the Latin department of Haverford College and a member of the board of overseers of the school, succeeded Dr. Jones as head master. Frederick L. Smith, for twenty-five years head of the classical department and acting head master for the year 1917–18, is associated with Dr. Gummere as assistant head master. A large estate, at Queen Lane, Germantown, devoted entirely to playgrounds, has been donated to the school with the view of eventually moving the school to an enlarged situation and adopting the country day plan. **See page 698.**

The Episcopal Academy, Locust and Juniper Sts., is a day school founded in 1785. With it have been merged in the last ten years the Blight School and the De Lancey School. Dr. Wm. H. Klapp, for twenty-five years head master, was succeeded in 1915 by Rev. Philip J. Steinmetz, Jr., A.B., Harvard '01, who resigned in 1920. The trustees have recently purchased the Gilmore property at Overbrook and as soon as the necessary changes can be made the school will be there reorganized as a country day school, though a lower school for young boys will be maintained in the city.

Brown Preparatory School, Broad and Cherry Sts., was established over forty years ago by Alonzo Brown, a graduate of Haverford College. His brother, George J. Brown, has been associated with him for more than a quarter of a century.

Maher Preparatory School, 115 W. 34th St., is a small tutoring school which has been conducted since 1903 by John F. Maher, M.S., LL.B. It prepares especially for the University of Pennsylvania and law schools.

St. Luke's School, Wayne, is an Episcopal church school of national patronage preparatory to college. It had its beginnings in 1863 as the "Ury House School." Charles Henry Strout, A.B., Dartmouth '80, A.M., '83, came to the school as a teacher of mathematics in 1880 and in 1884 became head master and reorganized the school under its present name. In 1902 the school was removed to its present site in the open country, fourteen miles from Philadelphia. For thirty-four years the school has revolved around Mr. Strout's dominating personality and he has shown himself most successful in handling men and dealing with boys. In 1917 the Cedarcroft School of Philadelphia was absorbed and its former head master, Jesse Evans Philips, is now associated with St. Luke's. It is an efficient college preparatory school, attractively located and well equipped. **See page 698.**

Haverford School, Haverford, nine miles west of Philadelphia, in a quiet, dignified environment adjacent to Haverford College, is distinctly a college preparatory school. It was founded in 1884 by residents of the community as a day school. For a time it was under private control but is now incorporated. By the terms of its charter the income must be used wholly for the operation and improvement of the school. The residence in which the head master and some of the faculty live accommodates fifty boys. Its graduates number more than eight hundred, nearly all of whom have entered colleges and universities of the East. The head master, Edwin M. Wilson, A.B., Guilford College '92, A.M., Haverford College '94, has been with the school since 1895.

Montgomery School, Wynnewood, is a country day school opened in 1915 and incorporated in 1917. The head master, Rev. Gibson Bell, A.B., Harvard, B.D., Cambridge Theological School, was formerly head master of St. Stephen's School, Colorado Springs, and a master at St. Paul's. Boys are started at seven years and continue through to college entrance.

Chestnut Hill Academy, one mile south of Chestnut Hill, a northern suburb of Philadelphia, was chartered in 1861 under Episcopalian influence and the Bishop of Pennsylvania is president of the board of trustees. James L. Patterson, Ph.B., Lafayette '77, previously an instructor in Hill and Lawrenceville Schools, has been head master since 1897. It is a boarding and day preparatory school for boys with a large local patronage. The day pupils have all the advantages of the modern country day school.

Germantown Academy, founded by the citizens of Germantown in 1760, is a day school under the control of a board of trustees chiefly residents of that aristocratic suburb of Philadelphia. It possesses perhaps the oldest school building in the country which has been devoted continuously to secondary education and has been endowed. It provides instruction from kindergarten through the secondary grades, employing only men teachers in the upper school. The head master is Samuel E. Osbourn, M.A., Princeton, who for several years was a teacher in the Lawrenceville and Tome Schools.

Swarthmore Preparatory School, Swarthmore, was founded in 1892 by Arthur H. Tomlinson, a member of the Hicksite branch of the Society of Friends. Formerly coeducational, it has recently followed the trend of the times and become exclusively a preparatory school for boys. Proximity to Swarthmore College offers many advantages. Since the founder's death in 1920 his son, Willard P. Tomlinson, M.A., has been acting as head master.

Maplewood Institute, Concordville, was established in 1862

by Joseph Shortlidge, A.M., Yale. Since his death in 1911 it has been continued by his widow and her son, J. Chauncey Shortlidge, A.B., Harvard. It makes a specialty of boys under fifteen, who may continue at the school during the summer.

Yeates Episcopal School, Lancaster, was founded by Dr. Coit, afterwards the first rector of St. Paul's School, Concord, N.H. It is a church school endowed in 1857 by Miss Catherine Yeates in memory of her father, the Hon. Jasper Yeates, Judge of the Supreme Court. In 1920 it was taken over by the diocese of Harrisburg. The Rev. J. H. Schwacke, A.B., associate head master from 1911, became sole head master in 1914.

Franklin and Marshall Academy, Lancaster, had its beginnings as the preparatory department of Franklin College founded in 1787. It was the result of a plan for an academy, first proposed by Benjamin Franklin as early as 1743. In 1872, nineteen years after the merger of Marshall and Franklin Colleges, the preparatory department became a separate institution. The ownership and administration of the academy are vested in the board of trustees of the college, but the school has its own management, faculty, buildings, equipment and life apart from the college. While sufficiently removed from the college to avoid too intimate intercourse its proximity secures the students many advantages. The four year college preparatory course is attended by about one hundred and fifty boys chiefly from the Middle Atlantic States. The principal, Edwin M. Hartman, A.M., has been connected with the school since 1897. **See page 699.**

The Hill School, Pottstown, has long been regarded by many discriminating parents as the best preparatory school in the country and because of this it has grown perhaps too large to justify the superlative. It was founded in 1851 by the Rev. Matthew Meigs. The story of how his son, John Meigs, coming to the school in 1876, at the age of twenty-four, in the following thirty-five years, brought the school from an obscure venture with two teachers and twenty boys, to one of the greatest preparatory schools in America, is an inspiring story that has been well told by his recent biographer, W. Russell Bowie, in "The Master of the Hill." At his death there were forty masters and three hundred and seventy-five boys and an organization so perfected that even when left without a leader the school continued with no uncertainty. John Meigs was a genius for organization, with abounding vitality and a passionate zest for life, with extraordinary power over his fellow men, who deliberately put from him thoughts of material achievement and gave himself not to the bending or breaking, but to the making of men. Actuated by the highest

ideals, with striking ability he surmounted the greatest difficulties in managing and financing. Twice within six years his school was burned and it was ravaged by typhoid and pneumonia, but his determination never faltered in misfortune. His fidelity to his ideals of education and character building inflexibly withstood the influences of wealth and social position of his patrons.

Upon his death in 1911, Dr. Alfred G. Rolfe, long a member of the faculty, assumed direction of the school until such time as Dwight R. Meigs, then in Oxford University, should be ready to take his father's place. In 1915 he entered upon his duties as head master and at once gave evidence that he had inherited his father's administrative genius. Under the third generation there is visible the same executive ability that made "The Hill" what it now is; and the force of the old spirit and traditions remains unimpaired under the new head. Mr. Meigs believes strongly in the efficacy of self government in the upper classes and the Sixth Form Committee plays a very important part in maintaining the spirit of the school. He keeps in close personal contact with his boys and his intimate relations with them in coaching, tennis and golf squads have been known to scandalize some grave and reverend head masters.

Mrs. John Meigs, familiarly known as "Mrs. John," played a great part in the upbuilding of the school. Of deep religious feeling and a strong personality she still continues, as in the past, in close personal touch with the boys of the school. The futures of many men have been fixed or colored by her inspiring counsel in the "sky parlor." Among other memories treasured by Hill boys, not the least are of "Miss Elizabeth," Mr. Bowman, master of Bible History and Baseball and "Sweeney" in charge of athletics and mentor in ethics.

The school does not attract attention by the unusual or by special emphasis on any phase of its life or work. As one of its friends rather bluntly put it, "It is neither the fad of any social set, nor the pet of any religious denomination." The standard of work is such that "The Hill School masters good humoredly sigh now and then at the pace they have to keep, but it is a matter of record that few Hill graduates fail to pass their college entrance examinations." They are unusually successful, too, among college undergraduates. Hill is proud of her boys and the families from whom they come. Thirty-nine pages out of the sixty-two page catalog are given over to the lists of boys, the Alumni Association and past patrons who represent wealth, intellect and social prominence in all parts of the country. Hill boys are proud of their school, too, and all applicants for admission must furnish references to or endorsement by old boys or their parents.

The alumni, recognizing the worth of the school and the present trend in educational institutions from private ownership to endowed corporate organization, have raised a foundation fund of a million. This is the first step in the transformation of the school from a proprietary corporation, which has been in the same family for three generations, to an endowed school. Changes made in organization will however be gradual. **See page 697.**

Allentown Preparatory School, formerly the academic department of the Lutheran Muhlenberg College, became a separate institution in 1904 under its present name. It is a preparatory boarding and day school for boys who come chiefly from the region round about and some who come from foreign countries under missionary influences. Most of the two hundred graduates of the past ten years have entered the Pennsylvania colleges. In 1915 the school opened with entirely new equipment. Since 1918 Irvin M. Shalter has been head master.

Bethlehem Preparatory School, Bethlehem, in the Lehigh Valley, fifty-seven miles from Philadelphia, was established in 1878. It is a non-sectarian boarding and day school, though under Episcopalian auspices. The school accommodates about one hundred boarding students and an equal number of day students are drawn from nearby towns. The lower school, entirely separate, accepts boys as young as six years. The upper school carries them through to college. Over sixteen hundred graduates have entered college from this school. A summer school prepares for the fall examinations. Since 1915 John Mitchell Tuggey, M.A., has been the head master.

Keystone Academy, Factoryville, fifteen miles from Scranton, is a Baptist boarding school preparatory to college. Founded in 1869 it was coeducational until 1920 when it was reorganized to provide Christian training and college preparation exclusively for boys. Its endowment makes it possible to offer excellent high school facilities with advantages in music at low cost. Curtis P. Coe, A.B., University of Washington, was appointed principal in 1920.

Wilkes-Barre Academy, Wilkes-Barre, established in 1878, was from 1883 to 1920 known as Hillman Academy, in memory of an old student. L. P. Damon was appointed head master in 1920.

Carson Long Institute, New Bloomfield, formerly the New Bloomfield Academy, founded in 1837, is in the Blue Ridge region of Pennsylvania. It is a moderate priced boarding school, preparing about one hundred and fifty boys for college. It also conducts a junior department for pupils under twelve. Added endowment recently received has greatly improved the equipment and enlarged the buildings.

Harrisburg Academy was established in 1784, when immediately after the founding of the town of Harrisburg, John Harris and other citizens subscribed for an academy. Originally coeducational, it has become exclusively a boys' preparatory school. The buildings are of modern construction, erected when the school moved to its present site in 1908, on the east bank of the Susquehanna River, north of Harrisburg. Arthur E. Brown, B.A., Pd.D., has been the head master since 1912, during which time the school has more than doubled its enrollment. **See page 701.**

The Mercersburg Academy, dating from 1836, remained a purely local institution until the present head master, Dr. William M. Irvine, took charge in 1893. Dr. Irvine was educated at Phillips Exeter and Princeton and afterwards made a special study of such English "public schools" as Rugby, Eton and Harrow. He has organized Mercersburg following the best traditions of Exeter and incorporating some of the features of the English schools. Under the vigorous and able administration of Dr. Irvine the school has grown to an almost national patronage. Each year the academy sends more than one hundred boys to college and during Dr. Irvine's administration Mercersburg boys have entered ninety-five different colleges and universities in this and other lands. A notable innovation is a modification of the Princeton preceptorial system. Five college men have recently been engaged who hold no formal classes but assist the laggards to keep up in their work. There is a rugged vitality about Mercersburg and the atmosphere of the school remains intensely democratic.

Bellefonte Academy, Bellefonte, was organized and incorporated by the legislature in 1805. The academy has steadily grown. The Rev. James Potter Hughes, the head of the academy for forty-five years, was succeeded in 1900 by his son, James R. Hughes.

Kiskiminetas Springs School, Saltsburg, at an elevation of eleven hundred feet, fifty miles east of Pittsburgh, is a boarding and day school established in 1890. It offers a four year high school course with opportunities in agricultural and commercial studies. There is a lower school for young boys. Music, debating, physical training and athletics are given prominence. Dr. A. W. Wilson, Jr., is the president. J. L. Marks is the dean. **See page 700.**

Gettysburg Academy, Gettysburg, founded in 1827, is an old time country academy, chiefly of local patronage, though seven states are represented. It offers a four year course. Rev. Charles Henry Huber, A.M., Litt.D., is the head master. Wm. Anthony Granville, LL.D., is the president.

Shady Side Academy, Pittsburgh, is a prosperous and growing day preparatory school for boys, patronized by leading families. It had its inception in a private school established in Allegheny as early as 1881 by the late Dr. W. R. Crabbe. Two years later the school was transferred to a more central location in Shady Side. It is administered by a board of trustees and its patrons, prominent citizens, have always taken a keen interest in the school. Harold A. Nomer, formerly a master at Lawrenceville, was appointed head master in 1910. Through the recent gift of Mrs. W. H. Rowe the school has received an attractive site of one hundred and twenty-five acres and plans have been drawn for a new country day school.

The Arnold School, Pittsburgh, is a prosperous and growing day school numbering among its patrons prominent business men of Pittsburgh. Established in 1908 by Alice M. Thurston, in 1910 it came under the control of Charles W. Wilder, Harvard, A.M., who had been head master since 1915. Under his able supervision, sound ideals and advanced methods the school has attained a high standing and promises a large future development. The best features of the country day school have been introduced and numerous student activities are encouraged. **See page 700.**

The University School, 5711 Howe St., Pittsburgh, is a tutoring school maintained by J. B. Hench, A.M.

MARYLAND

Boys' Latin School, 1020 Brevard, Baltimore, is a thorough college preparatory school attended by one hundred and twenty-five boys. It has a large elementary department. George Shipley is the principal.

Mount Vernon College, 210 W. Madison St., Baltimore, is an incorporated Junior College. It has a college preparatory department with a four year course. In the college a specialty is made of the pre-medical course. It was established in 1884 by Dr. E. Deichmann and was long known by his name. In 1913 it was taken over and reorganized under its present name by Dr. Wyllys Rede.

Mount St. Joseph's College, Frederick Rd., Baltimore, on the western outskirts of the city, is a boarding and day school established in 1876 by the Xaverian Brothers.

The University School for Boys, 1901 N. Charles St., Baltimore, has been maintained since 1880 by W. S. Marston and with him is now associated his son, W. W. Marston, as junior principal. The school in its long career has enrolled over five hundred pupils. It is a day school with accommodation for a few resident pupils in the home of the principal.

The Milton School, 310 W. Hoffman St., Baltimore's oldest private school, was established in 1847 and has had some prominent alumni. It is a day school with night sessions and a summer term, preparing for college, business and civil service examinations.

The Gilman Country School, Roland Park, Baltimore, was the first country day school, a notable development in American education, and owes its initiation to Mrs. Francis K. Carey and others who engaged the interest of leading citizens of Baltimore, including the late President Daniel Coit Gilman and formed a committee which in 1897 incorporated "The Country School for Boys of Baltimore City." In 1911, renamed in honor of the former president of Johns Hopkins, the school moved to a more ample site at Roland Park. The school has the patronage of the foremost families of Baltimore and vicinity. About one third of the pupils are now from a distance, primarily from the Southern Middle States and the boarding department has gradually been emphasized. The five day boarding plan, here first adopted, permits boys to return to their families or friends for week ends. Frank Woodworth Pine, A.B., University of Michigan '04, A.M., New York University '07, for fifteen years head of the English department at Hill, became head master in 1912. Under his conscientious and capable leadership with the undivided support of the trustees the school has taken a high scholastic standing and its graduates have achieved an unusual degree of success in the college board examinations. Two thirds of the graduates enter Princeton. On the lamented death of Mr. Pine in 1919, E. Boyd Morrow, assistant head master, was for a time acting head. In 1919 the trustees appointed head master, L. Wardlaw Miles, B.A., Ph.D., for twelve years a teacher of English at Princeton. **See page 702.**

The Donaldson School, Ilchester, was founded in 1906 by the late Miss Frances Donaldson, to be maintained in connection with Mount Calvary Church, Baltimore. The present rector of the church, the Rev. W. A. McClenthen, D.D., was the first head master and is now president of the board of trustees. The present head master, the Rev. H. S. Hastings, has been in charge of the school for the past twelve years. It is a boarding school preparatory to college and the students come from widely distributed sections. The life of the school is simple and the boys share in the essential work. The classes are small so that the boys receive individual attention in their studies. **See page 704.**

McDonough School, McDonough, twelve miles northwest of Baltimore, is a farm school for orphans and poor boys. It was founded by John McDonough, who, on his death in 1850,

left an endowment of three quarters of a million. The curriculum covers the high school course and the boys get valuable training in practical agriculture. Morgan H. Bowman, an old Yale athlete and long the athletic director of the Hill School, has been the head master since 1915.

The Tome School, Port Deposit, was chartered in 1889 as "The Jacob Tome Institute." For three quarters of a century Jacob Tome had been a resident of Port Deposit and had acquired a great fortune in business and banking. On his death in 1898 he had left an endowment of two and a half million dollars. His intention was that the Institute should offer complete instruction from kindergarten through high school for both boys and girls. In 1898 the trustees decided to develop, in addition to the local schools, a boarding school for boys. A beautiful site on the palisades of the Susquehanna near the head of Chesapeake Bay was purchased and with the assistance of the best architects and landscape and sanitary engineers the trustees created what is probably the finest secondary school equipment in the world, expending a million and a half in carrying out their plans.

Dr. J. C. Mackenzie, who had organized Lawrenceville, came to the school and served for two years as director. A modified house system was adopted. In the four dormitories there is a house master on each floor. The younger boys live in a house of their own and every boy has his individual room. The curriculum is unusually rich for a secondary school and the faculty of twenty-seven is in the proportion of one to every eleven of the three hundred boys enrolled.

These benefits attract serious minded boys from many states and make possible a high degree of individual instruction and an unusual thoroughness of scholastic work. After ten years as head master Dr. Thomas S. Baker resigned and in 1919 was succeeded by Murray Peabody Brush, A.B., Princeton; Ph.D., Johns Hopkins. Dr. Brush had previously been a member of the board of trustees and resigned as dean of the college faculty of the Johns Hopkins University to become director of the school. **See page 703.**

Severn School, Boone, seven miles from Annapolis, is a country boarding and preparatory school for boys over fourteen. Rolland M. Teel, Ph.D., is the principal.

Mount St. Mary's College, Emmitsburg, founded in 1808, the second oldest Catholic collegiate institution, has a preparatory department attended by seventy boys from the eastern states.

St. James School, six miles from Hagerstown, in the Cumberland Valley, is the diocesan school of Maryland. It was the first church school in America, the outcome of a plan con-

ceived by the Rev. T. B. Lyman, rector of St. John's church, Hagerstown, and immediately espoused by the Bishop of Maryland. Dr. William Augustus Muhlenberg, who had first introduced the English Episcopal school system at Flushing, L.I., sent his chief assistant, Rev. J. B. Kerfoot, to be the first head master, and here, too, another pupil of Muhlenberg's, Dr. Henry Augustus Coit, taught until he was called to organize St. Paul's of Concord, N.H. In 1844 the school was chartered as the "College of St. James." Closed during the war, it reopened in 1869 under Henry Onderdonk, who continued head master until 1896. In 1903 he was succeeded by his son, Adrian H. Onderdonk, and the name was changed to St. James School. Mr. Onderdonk is a man's man, a strong and lovable personality and a great teacher. A hero to his boys he instills them with the spirit of courtesy and of service. He intimates rather than requires what a boy is to do. Were he stronger on business administration he would undoubtedly occupy a larger position in the educational world. It is a school of seventy boys largely from Maryland and neighboring states. The personnel is of the best and "home life" and "individual attention" and the "honor system" in this school are not empty phrases. **See page 702.**

WASHINGTON, D.C.

Emerson Institute, 1740 P St., N.W., established in 1852 and named in honor of George B. Emerson, in recognition of his services to the cause of college education, is a day school with night classes attended by boys as young as seven.

Georgetown Preparatory School, Rockville Rd., Garrett Park, Montgomery Co., Md., in 1919 occupied its new site, forty-five minutes from the White House, Washington. It is a boarding and day school affiliated with Georgetown University, one of the oldest Catholic colleges in this country, established in 1789. The president of the college is the rector of the school. The classical high school course follows conservative Jesuit lines and all the instructors are members of the Society of Jesus. Rev. John A. Morning is the principal.

The Army and Navy Preparatory School, 4101 Connecticut Ave., was opened in 1901 by E. Swavely, formerly an instructor at Annapolis. The school accepts only resident pupils and prepares them efficiently for West Point, Annapolis, colleges and technical schools.

St. Alban's, the National Cathedral School for Boys, established by the bequest in 1904 of Mrs. Harriet Lane Johnston, was opened in 1909. It is an Episcopal church school which accepts both day and boarding pupils and prepares for college, West Point and Annapolis. Athletics are compulsory. The

attendance is limited to one hundred and fifty. William Howell Church, A.B., Hamilton, was appointed head master in 1915. **See page 704.**

SOUTHERN STATES
VIRGINIA

Stuyvesant School, Warrenton, fifty-six miles from Washington, was opened in 1912 by Edwin B. King, A.B., Yale '98, A.M., '08, a St. Mark's boy and a Yale graduate, for nine years a master at St. Mark's and for three years head master of the Gilman Country School. Mr. and Mrs. King give the school a sincere, homelike atmosphere and each individual boy careful attention. Boys from twelve years up are received and prepared for college. The curriculum is elastic with much private teaching. The outdoor life is unusually varied. In addition to the usual sports there are cross country tramps, week end camping parties and opportunity for riding and fox hunting. **See page 705.**

Woodberry Forest School, Woodberry Forest, in the Piedmont section of Virginia, is a college preparatory school, established in 1880 by the late Robert S. Walker and continued by his son, J. Carter Walker, A.M. Mr. Walker, a former president of the Association of Colleges and Secondary Schools of the Southern States, has done much to raise the standards of secondary instruction in the South and maintains a standard of college preparatory work equaled by few schools of the region. It accommodates over one hundred and thirty boarding pupils who come largely from the better class families of the Southern States. The equipment is modern, attractive and complete. The discipline and instruction are founded on the highest principles and carried out with sympathy and yet with firmness.

McGuire's University School, Richmond, opposite William Byrd Park, was founded by the late John Peyton McGuire in 1865 and conducted by him for over forty years, until his death in 1906. The school is continued by his son, J. P. McGuire, Jr., who was educated in the school and was for twelve years a teacher before he became principal in 1906. It is continued on the same lines as when it was first established and is a prosperous example of the old time day "fitting school" such as still survives in the South. There is a lower school which has its own staff of teachers. The school is patronized largely by the old families of Richmond.

St. Christopher's School (formerly the Chamberlayne School), Richmond, was established in 1911 by Churchill G. Chamberlayne, A.B., University of Virginia and Ph.D., Halle, formerly of the Gilman Country School. In 1914 it

was moved to Westhampton, a suburb of Richmond and has since offered all the features of a country day school to the day pupils from Richmond. The course of instruction covers twelve years. In 1920 it was taken over by the diocese of Virginia and became a church school. Mr. Chamberlayne continues as head master. There is dormitory accommodation for twenty-two resident pupils.

The Episcopal High School, established near Alexandria in 1839, has long been the diocesan boys' school for Virginia and West Virginia. A. R. Hoxton was appointed principal in 1913 following the death of L. M. Blackford, who had been principal for more than forty years.

THE CAROLINAS

The Asheville School is in standards, faculty and patronage a northern school in the South. The climate affords splendid opportunity for year round, vigorous, outdoor life. It is five miles from Asheville, on a six hundred acre estate in the Blue Ridge Mountains. The school was established in 1900 by Newton M. Anderson, B.S., and Charles A. Mitchell, B.A., who were formerly for ten years principals of the University School in Cleveland. Since Mr. Mitchell's retirement in 1919 Mr. Anderson has been in charge of the school. In its brief career the school has prepared over three hundred boys for the leading universities and colleges of the North. Sixty-seven per cent of the pupils come from the North. Twenty-four states are represented in the enrollment. **See page 706.**

Blue Ridge School for Boys, Hendersonville, was established in 1913 by Joseph R. Sandifer, A.B., who had previously had ten years' experience in other private schools. It is a small home school emphasizing individual instruction in studies and a close supervision of all school activities. The fifty boys, ranging in age from eight to eighteen years, represent a dozen states including several western and northern states. A summer term is also maintained, thereby providing an all year school.

Trinity Park School, Durham, was established by the North Carolina Methodist Conference in 1898 as a preparatory department for the adjacent Trinity College. It provides a school of modern equipment and dormitories at low cost. F. S. Aldridge is head.

Oak Ridge Institute, Oak Ridge, is an old fashioned southern school, dating from 1852. In its long history it has enrolled thousands from the Carolinas and the adjoining states. T. E. Whitaker is head master.

Wofford College Fitting School, a Methodist institution, at Spartanburg, S.C., formerly a preparatory department of that

college, was established as a separate institution in 1887. It is a day school with dormitory accommodations for a limited number, about forty per cent of whom enter Wofford College. It is administered by a board of trustees of the college. W. C. Herbert is the principal.

Hastoc School, Spartanburg, S.C., established in 1907 as a day school for boys of high school grade, has since opened a boarding department. M. B. Kennedy, A.B., A.M., became principal in 1910, succeeding Hugh T. Shockley.

GEORGIA

Peacock School, formerly the Peacock-Fleet School, Atlanta, was established in 1898. It is a day school attended by one hundred boys from leading families of the city, affording thorough preparation for college. W. H. Evans and W. T. Turk are now the principals.

Academy of Richmond County, Augusta, established in 1783, is a day school with a boarding department. There is a five year course preparatory to college and military drill is required of all cadets except in special cases. Major George P. Butler is the principal.

Darlington School, Rome, is a local college preparatory day school, with an eight year course, established in 1905 by business men of the city to provide the best educational advantages for their boys. George I. Briggs, A.B., is head master.

KENTUCKY

Louisville Training School, Beechmont, a suburb four miles from the center of Louisville, was established in 1889 by H. K. Taylor, who in 1907 turned over the school to W. H. Pritchett, A.M., its present owner. Military drill is required of all.

St. Mary's College, Saint Mary, the oldest Catholic college west of the Alleghanies, was founded in 1821 "to give boys and young men a thorough Christian education" and is conducted by the fathers of the Congregation of the Resurrection. One hundred and twenty boys from the South are enrolled.

TENNESSEE

Montgomery Bell Academy, Nashville, named after an early benefactor, for nearly half a century has prepared boys for universities. The school moved in 1914 outside the city, where it will serve as a country day school. Isaac Ball, A.M., has been head master since 1911.

The University School, 2006 West End Ave., Nashville, is a day preparatory school established in 1886. It is administered by a board of directors and C. B. Wallace, A.M., University of Virginia, is the principal.

Peoples-Tucker School, Springfield, twenty-nine miles north of Nashville, is a boarding school established in 1908. The school is now under the sole management of J. A. Peoples, a graduate of Webb School and Vanderbilt University.

The Massey School, Pulaski, was begun by Felix M. Massey in 1903 and has been since 1908 at its present location. Mr. Massey, like so many of the school masters of the state, was educated in the Webb School and at Vanderbilt University.

McTyeire School, McKenzie, is a fitting school with dormitory accommodations for students. It was established in 1867. The principal, James A. Robins, A.B., was educated at the Webb School and Vanderbilt University.

The Webb School, Bell Buckle, was established by Wm. R. Webb in 1870. In 1897, W. R. Webb, Jr., began to teach in the school and became one of the principals in 1908. It is a college preparatory school. For forty years the personality of the Webbs has attracted to it increasing numbers of students from the country round about. No attempt has been made to build up an elaborate equipment and the boys board in private families of the village under the close and direct supervision of the principals. The school has a large and loyal body of alumni, many of whom have become prominent in the life of the South.

The Baylor School, Chattanooga, formerly the University School, has been reorganized on a new site outside the city by J. R. Baylor, A.B., principal.

The McCallie School, Missionary Ridge, Chattanooga, was established in 1905 by Thomas Hooke McCallie, since deceased, and is continued by his sons, S. J. McCallie, A.M., and J. P. McCallie, Ph.D. A high standard of work for this section of the country is maintained. The school is well equipped and has installed new buildings for manual training and laboratory work. There are accommodations for one hundred boarders and two hundred day students, most of whom go to college. Much is made of the honor system.

MISSISSIPPI

Chamberlain-Hunt Academy, Port Gibson, in southwestern Mississippi, established in 1879, was named after the founders of Oakland College, one of the early educational institutions in the South. It is an endowed Presbyterian boarding and day school owned and operated by the Synod of the state. The self-help department enables many poor boys to earn their expenses either wholly or in part.

TEXAS

The Terrill School, Dallas, established in 1906 by Menter B. Terrill, A.B., A.M., Yale, prepares boys for the leading colleges

and scientific schools. Of the two hundred and forty boys there is provision for sixty in residence. In 1918 the school was purchased by the Bogarte brothers and is now under their control.

NORTH CENTRAL STATES

OHIO

University School, Hough and 71st St., Cleveland, is a college preparatory school of the country day type, making provision for afternoon study and play. There is dormitory accommodation for forty boys. A separate lower school provides for boys from six to twelve. The attendance is largely from the prominent families of Cleveland and the vicinity. The school has been successful in preparing boys for eastern colleges and ninety-five per cent of the graduates enter college or technical schools. The faculty are largely graduates of eastern colleges. Harry A. Peters, A.B., Yale, has been connected with the school since 1902 and principal since 1908.

Cleveland Preparatory School, 5716 Euclid Ave., Cleveland, is a cooperative institution established by the instructors and students themselves and conducted along novel lines, offering vocational courses for practical development. S. M. Jenkins is the president.

St. John's University, Toledo, a Jesuit institution, maintains a large high school department for day students.

Columbus Academy, 1939 Franklin Park, Columbus, established in 1911 by an incorporated company of interested citizens, is a preparatory school with many of the modern country day features, utilizing the boy's whole day. One hundred per cent of its graduates have entered college. Frank P. R. Van Syckel, A.B., Princeton, is head master.

St. Mary College, Dayton, is a boarding and day college for young men and boys. There are elementary, high school, business, pre-medical and college departments. It was established in 1850 by the Society of Mary and incorporated in 1878. Rev. Joseph A. Tetzlaff, S.M., is the president.

Franklin School, 2833 May St., Cincinnati, is a preparatory day school. It was established in 1880 by Joseph E. White, A.B., Harvard '77, and the next year Gerrit S. Sykes, A.B., Harvard '77, became co-principal. In 1905 the school was incorporated with many prominent citizens as stockholders. The school is organized in preparatory, intermediate and primary departments. Since 1881 three hundred and fifty graduates of this school have entered twenty-nine different colleges, about one half entering Yale and Harvard in approximately equal numbers.

INDIANA

The Brooks School for Boys, 1535 Central Ave., Indianapolis, is a college preparatory school for day pupils accommodating a number of boarding pupils in the family of the head master. It was established in 1914 by Wendell Stanton Brooks, A.B., Yale, who had had a broad experience in other preparatory schools. The school has been successful in preparing boys for the leading colleges and has recently moved to more commodious quarters.

The University of Notre Dame, near South Bend, one of the foremost Catholic educational institutions in the country, has a total enrollment of thirteen hundred, of which four hundred are in the high school and elementary departments. It maintains a four year high school course. The instruction is given by priests, Brothers of the Holy Cross and male lay teachers. St. Edward's Hall is a separate department for boys of grammar grade and here all the instruction is given by the Sisters of the Holy Cross. More than half of the high school students enter the University of Notre Dame.

Howe School, in northern Indiana, had its origin in 1884 in the bequest of John B. Howe to the Episcopal Church for educational purposes. The school was established by Bishop Knickerbacker and has since been further endowed by the family of the founder. It is an Episcopal preparatory school of six forms, divided into upper, middle and lower schools, each occupying separate buildings. The school especially prepares boys for colleges which require entrance examinations, Harvard, Yale and Princeton. Though not a military school, the military system is utilized in the two lower departments as a means of discipline and physical training, a total of less than three hours per week being the maximum time given to drill. The patronage is chiefly from the Middle West. The Rev. John H. Mackenzie, D.D., L.H.D., rector since 1895, had for ten years previously had a wide experience in the ministry and in educational institutions. Harry N. Russell, A.B., became head master in 1919. **See page 711.**

MICHIGAN

Detroit University School, 112 Parkview Ave., is a college preparatory school, first organized in 1899. Two years later it was incorporated and combined with the Detroit School for Boys, which had been running for ten years. In 1914 Frederick L. Bliss, who had been principal since 1901, resigned, and a reorganization of the school, both as to finances and to faculty, was undertaken by the trustees. It was again reorganized in 1916 under the direction of an advisory committee of its patrons and Daniel H. Fletcher, A.B., Harvard '99, A.M., '13,

appointed head master. W. H. Fries is associate head master. An elementary and a primary department have been added. The school has recently removed to a new site and now offers the usual advantages of the country day school.

Detroit Preparatory School, Euclid Ave., West, Detroit, is a day school for boys from the third grade to the second year of high school. It was established in 1915 and now has an enrollment of about sixty. Plans are under way to move it into the country and transform it into a country day school. F. Alden Shaw, Harvard, is the head master.

Chicago Junior School, St. Joseph, is a home and farm school, organized in 1913 and philanthropically maintained. Instruction covers the eight grammar grades. It is open all the year.

ILLINOIS

Chicago

The Harvard School for Boys, 4651 Drexel Blvd., is a day preparatory school established in 1867. Since 1876 it has been under the management of the present principal, John J. Schobinger.

Chicago Latin School, 18 E. Division St., was established in 1894 by Miss M. S. Vickery, Mass. State Normal School, of the Girls' Latin School, and Robert P. Bates, Trinity College, who is still head master. It is a day school and has the patronage of the best families of the North Side because of the high academic standards maintained and the efficient college preparation.

St. Ignatius Academy, 1076 W. Twelfth St., is a large preparatory day school. It was founded in 1870 and out of it has grown Loyola University. Admission is by examination or certificate from parochial or private schools and graduates are eligible for admission to the university.

The Snyder Outdoor School, home office 814 Steger Building, spends the fall and spring terms at Lake Junaluska in the Blue Ridge Mountains of North Carolina. The first of January the school migrates to Captiva Island on the Florida West Coast. Instruction is in small groups and school work is carried on regularly under ideal climatic conditions. Boys may continue their work for college examinations or take a general or a business course. Clarence E. Snyder, A.M., Illinois Wesleyan University, has carried on the school since 1915 with increasing success. He was for the previous sixteen years at the Girton School. Camp Mishewaka in the northern Minnesota Lake region is affiliated. See page 707.

Central Preparatory School, 19 South La Salle St., formerly called Association Institute, established in 1896, is conducted

by the Central Y.M.C.A. There is a Junior Day School and Senior Preparatory School. Commercial courses are also given. Harvey C. Daines, A.B., is director, and Henry S. Bullen, A.M., principal.

Elmhurst Academy and Junior College, Elmhurst, eight miles west of Chicago, is a boarding school with a six year course. It is a Lutheran institution dating from 1871. J. J. Schick has recently become president.

Lake Forest Academy, twenty-eight miles north of Chicago, is a college preparatory school founded and incorporated in 1857 by an association of prominent Chicago citizens. The academy has occupied its present site since 1893. John Wayne Richards, A.M., Ohio Northern, Yale, for seven years previous a master at the Hotchkiss School, has since 1913 been head master. His enthusiasm and energy have brought the school to a pre-eminent position among the preparatory schools of the middle West. He believes that preparation to meet the test of college examinations is the best form of education. His ideal is to build up a strong, efficient college preparatory school that shall serve the families of the middle West who formerly sent their sons to eastern schools. Since Mr. Richards took charge the enrollment has increased seventy per cent and the student council has successfully been given control of large fields of discipline. The school is incorporated under a board of trustees including representative men of wealth. The alumni number over two thousand, among them many prominent men.

Dakota School for Boys, Dakota, is a boarding school now limited to boys between eight and fifteen. It was established in 1913 by the Rev. W. H. Wyler, who still acts in an advisory capacity though the direct control is now in the hands of his son, R. W. Wyler. H. K. Baltzer is director of the upper school. Boys are classified in groups according to age. Boy Scout discipline and training are emphasized. The upper school boys are organized in an official scout troop. The middle school has a junior scout organization. Boys of subnormal intelligence are eliminated by means of psychological tests. A vacation school of outdoor activity is conducted during July and August. **See page 710.**

Todd Seminary, Woodstock, one hour northwest of Chicago, is exclusively a boarding school for younger boys. It is not a preparatory school but provides a ten year course of study. The boys, from seven years of age upward, come largely from near Chicago. It was established in 1848 by the Rev. R. K. Todd, a native of Vermont and a graduate of Princeton. Noble Hill, also of New England birth, principal since 1890, conducts the school in a broad, simple way. A wholesome

atmosphere characterizes the school. Manual training and the school band are made interesting features.

St. Alban's School, Sycamore, was founded in 1800 by the Rev. Charles Wesley Leffingwell, D.D., and reorganized in 1913 by the Rev. Llewellyn B. Hastings. In 1919 the school was removed from Knoxville to Sycamore, fifty miles west of Chicago. The school has been remodeled after the famous Kent School. It is a small school and the scholastic standing is high. Boys are required to take and pass the college entrance board examinations before receiving the school's diploma.

WISCONSIN

The Milwaukee Country Day School, Milwaukee, opened in 1917 in a new specially designed building with eighty boys in the country school and fifty in the junior school. The school, incorporated by leading citizens, is the outgrowth of St. Bernard's School, which had been conducted since 1911 by the present head master, A. Gledden Santer, A.B., Cambridge.

MINNESOTA

St. Paul Academy, 1712 Randolph Ave., St. Paul, established in 1900, was reorganized as a country day school in 1914. It specializes in preparation for Harvard, Yale and Princeton. The junior department is at Portland Ave. and Dale St. John DeQ. Briggs, Harvard '06, a son of Dean Briggs of Harvard and of previous experience in the Hill School and the Kansas City Country Day School, is head master.

Pillsbury Academy, Owatonna, seventy miles south of St. Paul and Minneapolis, is a boarding school established as Minnesota Academy in 1877 by the Baptist State Convention. In 1886 the name of the academy was changed because of the gifts of the great flour merchant, George A. Pillsbury. The principal since 1904 has been Milo B. Price, Ph.D., Leipzig University, who had previously had experience in eastern preparatory schools. In 1920 the school ceased to be coeducational and hereafter will be exclusively for boys. Military drill is prescribed in the five grades.

The Blake School, Minneapolis, is a country day school patronized by the best families of the city. Founded in 1907 by William McK. Blake, largely as a tutoring school, in 1911 it was taken over and incorporated by leading citizens who selected as head master C. Bertram Newton, A.B., Princeton '03, for thirteen years a master at Lawrenceville. It has two departments, one in the city for young boys under the direction of L. M. Wilson and one eight miles west of Minneapolis. The teaching force is of the best, representing the

leading colleges of the East. In 1919, Raymond B. Johnson was appointed acting head master and in 1920, head master.

St. James School, Faribault, is a boarding school for young boys, under the auspices of the Episcopal church. It was established in 1901 by the late Rev. James Dobbin, D.D., as the Lower Shattuck School. It was incorporated in 1909 under its present name. F. E. Jenkins has from the first been the head master. The course covers the grammar grades and is for boys from six to thirteen years of age.

MISSOURI

The University School for Boys, 365 N. Boyle Ave., St. Louis, is a small day preparatory school maintained by Franklin Kean, A.B., University of Kentucky, since 1900.

Saint Louis Country Day School, Brown Road, incorporated by prominent citizens, was opened in 1917. The first head master, Ralph Hoffmann, A.B., Harvard '90, had built up the Kansas City Country Day School in the previous seven years. Rollin M. Gallagher, formerly at Middlesex, became head master in 1919.

The Country Day School, Kansas City, was established in 1910 largely through the influence of Mrs. Hugh C. Ward. Ralph Hoffmann was head master for the first seven years. In 1917 he was succeeded by Ralph I. Underhill and since 1920 C. Mitchell Froelicher, A.B., has been head master. The school has the support of prominent citizens, and graduates have entered the leading eastern colleges. **See page 710.**

NEBRASKA

Creighton University, Omaha, is a Jesuit institution, established in 1910, which, in addition to its college of arts, medicine, law and dentistry, has a high school department of over four hundred. There are two dormitories for out of town students. Rev. John F. McCormick, S.J., is the president.

COLORADO

St. Stephen's School, Colorado Springs, is a small Episcopal day and boarding school, established in 1910. In 1915 Ralph E. Boothby, A.B., Harvard '12, became head master. He has developed the school along original lines, adapting it to the need of the community and introducing many modern and the best of the country day school features. He has been successful in enlisting the cooperation of the boys in the essential work of running the school plant, making this a source of valuable training in responsibility. A summer term, emphasizing agriculture, nature study and travel in the Rocky Mountain region, was first held in 1920.

WYOMING

Rocky Mountain-Florida Camp School for Boys, Cody, has for some years under the direction of Bronson C. Rumsey, A.B., Yale, spent the fall and spring terms and summer recreation at Blackwater Camp in the Rockies of Wyoming. Beginning with 1919 the winter term will be spent at Gulf Stream Camp, in southern Florida. Boys are given careful attention and prepared for college.

NEW MEXICO

Los Alamos Ranch School, Buckman, is on a seven hundred acre ranch, thirty miles northwest of Santa Fe in the Jemez Mountains. It offers a healthful vigorous outdoor life for the physical upbuilding of boys from twelve to eighteen. The mornings are spent in college preparatory studies and the afternoons on horseback or in the varied activities incident to ranch life or engaged in sports and athletics. The school was founded in 1916 by Ashley Pond, Yale '96. The director, A. J. Connell, was for seven years in the United States Forest Service and has been an active scout master. F. S. Curtis, Jr., B.A., Yale, is the head master. See page 712.

ARIZONA

Evans School for Boys, Mesa, in the Salt River Valley of Arizona, seventeen miles from Phœnix, was established in 1902 by H. David Evans, an Englishman educated at Cambridge University. It offers to about twenty eastern boys an opportunity to experience something of Western ranch life in a dry and equable climate, while continuing their preparation for college examinations. Mr. Evans has been fortunate from the first in enlisting the highest class of patronage. The boys generally attend this school for a year or two preceding college entrance. The life is simple, even rough, the boys living each in his own cabin, keeping horses and making camping trips. A summer tutoring camp is maintained at Flagstaff.

UTAH

Weber Academy, Ogden, has, since 1889, been maintained by the Mormon church. It is a day school which offers normal courses, a high school course and there is a school of music and art. Owen F. Beal, A.B., A.M., is the principal.

PACIFIC COAST STATES

WASHINGTON

The Lakeside Day School and Junior Boarding School, Denny-Blaine Park, Seattle, on Lake Washington, was estab-

lished in 1920 as the junior branch of the Moran School. Instruction covers primary and grammar grades.

The Moran School, Rolling Bay, on the shore of Bainbridge Island, eight miles from Seattle, is a year round boarding school, established in 1914 by Frank G. Moran. It is modern in its tendencies, not because of adherence to any theory, but because of its interest in the boy as the unit. Administrative and executive capacity is developed in the boys by giving them responsible work to do in connection with the administration of the school and the school plant. The boys wear uniforms and are given drill, but the school is not military in spirit.

OREGON

Mt. Angel College and Seminary, St. Benedict, forty miles south of Portland, is a boarding school established by the Benedictine Fathers in 1887 in conjunction with their monastery and seminary. Academic and collegiate courses are offered.

CALIFORNIA

The Potter School, 1827 Pacific Ave., San Francisco, was opened in 1912 by George S. Potter, A.B., Harvard, formerly master and secretary of Noble and Greenough's School, Boston, Mass., and had immediate success. It is a day school especially for college preparation enrolling boys from the leading families of the city and surrounding towns.

Drew's Coaching School, 2001 California St., San Francisco, makes a specialty of preparing boys for West Point and Annapolis as well as for college examinations. There is also a grammar school department. Since 1908 it has been conducted by John H. Drew, Ph.B.

The University School, 2129 California St., the oldest private school in San Francisco, was established in 1867 by George Bates, a graduate of Oxford. Walter C. Nolan, B.S., California, is head master.

Piedmont Academy, Piedmont, was established in 1919 by Norman H. Nesbitt, M.A., Ph.D., who with the cooperation of prominent professional and business men of San Francisco and Piedmont, opened this school to provide for young boys under sixteen a well balanced education—physical, mental and moral. Sane, modern ideas prevail. Characteristics of the school are its one rule—obedience—and that every boy is called upon several times at each recitation. **See page 713.**

Belmont School, twenty-one miles south of San Francisco, was founded in 1885 by William T. Reid, Harvard '68, not long after his retirement from the presidency of the University of California. Mr. Reid brought to his work the traditions of the best preparatory schools and from the first it has been

his purpose to establish and maintain in the West a college preparatory school fully up to the standard of the best schools of the East. In 1893 Hopkins Academy, an old Congregational school at Oakland, planning to reorganize as a country boarding school, was merged with the Belmont School. Belmont is primarily a college preparatory school. Three hundred and thirty of its graduates have entered the leading colleges and universities. In 1918 the ownership of the school was transferred to the Archbishop of San Francisco, Rev. Edward J. Hanna, D.D., and will be continued along much the same lines, military drill being a feature. See page 714.

Montezuma Mountain Ranch School, Los Gatos, among the Redwoods of the Santa Cruz Mountains near Palo Alto, was established by E. A. Rogers and W. J. Meredith in 1910, superseding earlier schools dating back to 1891. The men responsible are actuated by broad ideals of what modern education may become. In their methods they are influenced by the New School Movement in Europe, the Modern School Movement and a broad knowledge and sympathy with boy nature. The boys lead a simple outdoor life, assuming responsibility in the community life of the school.

The Hicks School, Santa Barbara, established in 1903, is a small day school limited to forty boys who come from the leading families of Santa Barbara, with a few from the East. It offers both elementary and high school instruction. Rodney M. Heggie, A.M., Columbia University, is the principal.

The Deane School, in the Montecito Valley, five miles from Santa Barbara, was established in 1912 by John H. Deane, Jr., who was for fifteen years associated with Dr. C. Hanford Henderson. It is an open air boarding school for young boys. In 1920 Mr. Deane sold the school to Harrison Townsend, Jr., A.B., and Hewitt Reynolds, A.M., formerly of the Marienfeld School. A successful system, following Mr. Deane's ideals, carries boys through the second year of college preparatory work.

Santa Barbara School, in the Carpinteria Valley, twelve miles from Santa Barbara, was opened in 1910 by Curtis W. Cate, Harvard '07. It is a small boarding school preparatory to college. The boys come from leading families throughout the country.

Thacher School for Boys, Ojai, is a novel and successful school maintained by Sherman D. Thacher, Yale '83, with the assistance of his brother, William L. Thacher, Yale '87, as associate head master. It was in 1889 that the first boy came to Casa de Piedra Ranch as a pupil, to take advantage of out of door life while tutoring for college, and from this very small beginning the whole idea of the school has gradually developed. The school accommodates fifty boys averag-

ing in age from sixteen to seventeen, who come from the East as well as the West. Over three hundred boys have attended the school, of whom more than two hundred have entered colleges and universities, Yale and Harvard leading in numbers. Thacher boys are always proud of their school. There is no fixed curriculum, but the school is organized as upper, middle and lower schools. Its purpose is to combine out of door life in the climate of southern California, a broad training and a rich experience, with thorough preparation for college. The out of door life is interesting and varied. Every boy keeps a horse and is responsible for its care.

Williams International School, 507 W. Adams St., Los Angeles, patronized particularly by Latin-Americans, is conducted by C. J. Williams. Practical methods of learning languages and in commercial training are followed. Day scholars are accepted and a boarding department provides for non-resident students.

Claremont School for Boys, Claremont, at the foot of the Sierra Madre range, is a home school for boys between the ages of twelve and eighteen, preparing them for college or technical school. Winfred Ernest Garrison, A.B., Yale, Ph.D., Chicago University, is the founder and the present head. Much attention is given to physical training and advantage is taken of the climate for a maximum of outdoor life. There are week end trips into the mountain canyons. **See page 715.**

Twin Oaks Ranch School, San Marcos, San Diego County, was established in 1905 by Mr. and Mrs. L. A. Jordan. It is a small boarding school for boys from eight to fifteen years of age.

PHILIPPINE ISLANDS

Baguio School, Baguio, was founded by Bishop Brent in 1909, that American and British residents in the Orient might have a suitable school for their sons. It is in the hands of a corporation of Manila business men, backed by a guarantee fund. In addition to the commercial and high school courses for boys from ten to seventeen there is a "Toddling Hall for Little Boys."

Norwich University, Northfield, Vt., was established in 1819 at Norwich, by Captain Alden Partridge, who had previously been superintendent of the United States Military Academy at West Point. Captain Partridge was the pioneer in the establishment of military schools throughout the country, and Norwich University was the mother of them all. The instruction is largely along engineering lines. The discipline is military, modeled after that of West Point. The government of the student body is entrusted largely to the cadet officers. Courses requiring four years of high school preparation are given in civil and electrical engineering and chemistry, leading to degrees. Free scholarships are available for Vermont boys and the Legislature has designated it the "Military College of the State." The long list of alumni contains many names distinguished in military and civil life. Dean H. C. Roberts, D.C.L., is the acting president.

Allen-Chalmers School, West Newton, Mass., continues the pioneer school established in 1854 at the suggestion of Horace Mann, which for forty-eight years was conducted by Nathaniel Allen. In the fall of 1917, after an interim, the Rev. Thomas Chalmers, A.B., Harvard '91, D.D., Dartmouth '08, reorganized the school as a military preparatory school for boys. The school was immediately successful, enrolling seventy-six boys the first year. The time given military drill is limited to forty-five minutes daily. Dr. Chalmers studied theology at the University of St. Andrews and Marburg. In 1895 and 1896 he was dean of Michigan Military Academy and has long been a member of the New England clergy. He is a man of forceful but kindly personality. He lives very intimately with his boys and enters heartily into their work and play. He has a strong staff of teachers. **See page 716.**

The Mitchell Military School, Billerica, Mass., is a boarding school for young boys under sixteen. It was founded in 1879 by the late Moses Campbell Mitchell, whose son, Alexander H. Mitchell, A.B., continues it. The older and younger boys live in separate dormitories. The brief daily period of military instruction is especially suited to the growing boy.

Clason Point Military Academy, on the Sound, Westchester, New York City, is a Catholic boarding and day school for boys, established in 1883 and conducted by the Brothers of the Christian Schools. Students are enrolled from North and South America. Brother Arator is the principal.

Stamford Military Academy, Ossining, N.Y., was established in 1917 at Stamford by Walter D. Gerken, B.S., Cornell, A.M., Columbia. It was immediately successful and its rapid growth necessitated its moving in 1920 to its present larger quarters. It offers instruction from the earliest years to college entrance. Camp Mowana is affiliated with the school.

St. John's Military School, Ossining-on-Hudson, N.Y., dates from 1843. W. A. Ranney, A.M., Pd.D., has long been the principal.

Mt. Pleasant Academy, Ossining, N.Y., was established in 1814 by public spirited men of the region. Its fortunes varied until 1845 when C. F. Maurice became the principal, who in the succeeding nineteen years gave the school much of its present character and introduced the military system. Charles F. Brusie, A.B., A.M., Williams, has been principal for more than a quarter of a century and is lessee under the board of trustees. The patronage is largely local, though there are boys in the school from widespread regions.

The Peekskill Military Academy, Peekskill, N.Y., was founded in 1833. Twenty-four years later military organization was introduced, under "the inspiration of Principal Wells, when the rumbling of impending strife led him to believe that military discipline would invest citizenship with something that might make it one of the valuable aspects of private education." John C. Bucher, A.M., and Charles Alexander Robinson, Ph.D., both Princeton graduates, have conscientiously administered the school since 1903. The school prepares for the college board examinations and offers also a business course. In the pre-academic department boys are accepted at an early age.

Mohegan Lake School, in the Highlands of the Hudson near Peekskill, was established in 1880. It is a preparatory school with military discipline and drill. The principal is Albert E. Linder, A.M., Princeton.

New York Military Academy, Cornwall-on-Hudson, N.Y., five miles above West Point, is primarily a technical and scientific preparatory school conducted on a strictly military basis modeled after the United States Military Academy at West Point. Colonel Sebastian C. Jones, Cornell, the superintendent, has successfully directed the academy since its opening in 1889. Thoroughly competent on the military side, and of no mean business ability, his vigorous administration has made the academy prosperous. The cadets in residence come from all over the United States and foreign countries, but largely from New York. Bard Hall, the pre-academic department of the school, is separately organized for boys under fourteen.

Saint John's School, Manlius, N.Y., eleven miles from Syracuse, is a college preparatory school. Verbeck Hall is a separate school for younger boys from ten to fourteen years. Saint John's was established in 1869 and has been continuously under the management of the founder, General William Verbeck, formerly Adjutant General of the State of New York. The college preparatory course is taken by most of the boys, but a course training for business life is also provided. Self-government is utilized to a high degree in maintaining *esprit de corps*. The military establishment is such that the government has recognized its efficiency and annually accorded it the rank of Honor School since 1903. It has also been made a part of the R.O.T.C. This gives graduates the privilege of being commissioned in the Officers Reserve Corps of the U.S. Army, without any obligation to accept such commissions. The patronage is national. **See page 717.**

DeVeaux School, Niagara Falls, New York, established in 1857 through the bequest of Samuel DeVeaux, is an endowed boarding school under the Episcopal church and is a Registered Academy of the University of the State of New York. The military system has prevailed from the beginning, but has not hindered the school from achieving notable success in preparing boys for college. The alumni have in recent years done much for the benefit of the school. Twenty-two foundationers enjoy the privileges of the school free of all charge. The Rev. William Stanley Barrows, M.A., B.D., has been head master since 1897.

Roosevelt Military Academy, West Englewood, N.J., aims to imbue boys with the red blooded Americanism of its namesake. Russell R. Whitman, the president, who is editor of the *New York Commercial*, has in less than a year created a new school and built a new plant. He had a son in the Sheldon School, established by Peter Bender in 1915, and became interested and obtained control. He has secured as his board of directors names of the highest publicity value and put the school into the news of the day. Many interesting features have been introduced or planned. Forestry, woodcraft and musical activities are given their place. French and Spanish will be specialized in, and there will be excursions and study of commerce and business. John Carrington, a graduate of Magdalen College, Oxford, and for seven years senior master of the Trinity Parish School in New York City, is the head master. The course of study at present covers from the fifth grade to the first year of high school inclusive. **See page 718.**

Newton Academy, Newton, in northern New Jersey, fifty miles from New York City, is a military boarding school for boys. Established in 1852 it is one of the oldest schools in the

state. The principal, Philip S. Wilson, A.B., Lafayette '90, A.M., in 1899 succeeded his father, Captain Joel Wilson, who had been the principal since 1882.

Freehold Military School, Freehold, N.J., is a sub-preparatory school with a military system especially adapted for young boys. The course of study covers the grammar school grades and two years of high school. The school has been conducted since 1901 by Charles M. Duncan.

Bordentown Military Institute, Bordentown, N.J., was re-established in 1885 by Rev. Thompson H. Landon, D.D. His son Colonel Thomas D. Landon, its present principal and commandant, has been associated with the school continuously since that time. From 1898 to 1919 a cousin, Sealand W. Landon, was head master. The Landons are genuinely earnest in their purpose of providing good instruction and have made efficient use of the military system without carrying it to extremes. Efficient preparation for college is given, which is unusual in a military school and a large number of alumni are college graduates. The cadets come from homes fairly distributed over the northeastern United States. The school has the additional advantage of a strong alumni sentiment, and has sufficient background of tradition working in the right direction so that school spirit really carries a large part of the student discipline. **See page 717.**

Wenonah Military Academy, Wenonah, N.J., twelve miles from Philadelphia, was established in 1903 by Stephen Greene. Since his death in 1908, the estate has been carried on by a board of trustees and developed by his son, Dr. Wm. H. Greene. Dr. Charles H. Lorence, D.D.S., Penn., is the president and Clayton A. Synder, Ph.D., Union College, is the superintendent.

Nazareth Hall Military Academy, Nazareth, Pa., ten miles north of Bethlehem, has been under military discipline since the Civil War. It offers college preparatory, general and business courses. There is a lower school for boys from the age of eight. Students are chiefly from the region round about and are prepared for the nearby colleges, Lafayette, Lehigh and Bethlehem. Rev. A. D. Thaeler, D.D., became head master in 1919. First opened by the Moravian church in 1759 as a boarding school for the youth of that denomination its history reaches back even further. The first building was erected in 1755 as a Manor House for the Silesian Count Zinzendorf. Fifteen years before that the Methodist preacher, Whitefield, then at the zenith of his activity, had projected a boys' school on this site. The estate had originally been granted by William Penn in 1682 to his daughter, Letitia, as the barony of Nazareth, on the condition of rendering service to him and his heirs for-

ever by paying, if demanded, a red rose in June of each year. At first the language was German but English soon took the first place. The institution became widely known for the excellence of its instruction and discipline. With a brief interregnum during the American Revolution the school has continued under Moravian auspices for more than a century and a half.

Pennsylvania Military College, Chester, Pa., traces its origin back to 1821. The family of Colonel Charles E. Hyatt, its president, has owned and controlled the institution for over sixty years, Colonel Hyatt's father having secured title to it in 1853. The board of trustees, of which John Wanamaker is president, includes twenty other men prominent in professional, commercial and educational work. Since 1858 it has been a military institution and in 1862 a charter was granted authorizing the conferring of degrees. All the military equipment is supplied by the state or the United States Government and a United States Army officer is detailed for military instruction. There are three courses, civil engineering, chemical and academic, all leading to a degree. There is a preparatory department to fit younger boys for the college work.

Charlotte Hall School, Charlotte Hall, Md., thirty-eight miles from Washington, dates back to 1796 but became a military school about 1850. It is conducted by a board of trustees. The boys come largely from Maryland and Washington. B. F. Crowson, B.S., is the principal.

The Shenandoah Valley Academy, Winchester, Va., a military school for boys, founded soon after the Civil War, was given its present site at Winchester in 1895. On the death of J. B. Lovett in 1908 the property reverted to trustees and has since then been managed by Branz Mayer Roszel, A.B., Johns Hopkins University '89, Ph.D., '96. About half the boys are day pupils.

Randolph-Macon Academy, Front Royal, in the heart of the Shenandoah Valley, was established in 1892 by the college of the same name and is administered by the board of trustees of the college. The course of study covers five years. Military training, introduced in 1916, has been adopted as a permanent feature. While a majority of the students come from Virginia, nineteen states and Latin-American countries are represented. Charles L. Melton, A.M., is principal.

Randolph-Macon Academy, Bedford, is one of the two boys' preparatory schools maintained by the Randolph-Macon System as feeders to the college. E. Sumter Smith is the principal.

The Massanutten Academy, Woodstock, Va., in the Shenandoah Valley, was opened in 1899 and is under the control of a board of trustees. It is a hundred boy school with an instructor for each group of ten, and is preparatory to either college or

business. Howard J. Benchoff, A.B., Franklin and Marshall College, A.M., Columbia University, who has had more than twenty years' experience teaching in the foremost preparatory schools of the North, is the head master. He is developing a school of relatively high standard for the region.

Augusta Military Academy, Fort Defiance, Va., nine miles from Staunton, was established in 1875 as the Augusta Male Academy, a day school, by Charles Roller who in 1906 was succeeded by his sons, Thomas A. Roller, University of Virginia, and Charles S. Roller, Jr., Virginia Military Institute. The academy prepares for higher military institutions in the South and enrolls students from thirty states and two foreign countries. The military department is under the supervision of the War Department.

Staunton Military Academy, Staunton, Va., in the Shenandoah Valley, was established in 1867 by Captain William H. Kable, A.M., University of Virginia. It has long maintained its popularity and today enrolls cadets from forty-five states, territories and foreign countries. Since the death of its founder in 1912 the school has been continued by Colonel William G. Kable, who was educated at the academy during the administration of his father, whose policies he continues. The business management of the school has made it successful, and for more than twenty years a portrait of a soulful boy has identified its magazine advertising. Its military department came under the supervision of an officer of the United States Army for the first time in 1913.

Fishburne Military Academy, Waynesboro, Va., was established as a day school in 1885 by James A. Fishburne, Washington and Lee University, in his native town. As it flourished a boarding department was added. The school has since 1913 been under the management of Morgan H. Hudgins, Virginia Military Institute '01. Its administration has always been conscientious and the welfare of the boys safeguarded.

Virginia Military Institute, Lexington, Va., was created by the act of the legislature in 1835 to provide for military education and to maintain a guard at the arsenal in Lexington. It is organized like West Point and instruction is technical. A United States Army officer is detailed as professor of military science. The military department has always been most efficient. The cadets come from all over the United States but largely from the South. Two hundred of its graduates are in the United States Army. It receives an annual appropriation of $40,000 from the state, but no other public support, and it is not endowed. The history of this school during the Civil War is one of the brightest pages in the story of the southern cause. Engineering studies are emphasized.

Danville Military Institute, Danville, Va., was organized in 1890 by Colonel I. H. Saunders, a distinguished graduate of the Virginia Military Institute. From 1908 to 1918 it was operated by William Holmes Davis as a non-military school for boys. In June, 1919, the school was reorganized, its original name revived and Colonel Robert A. Burton was elected superintendent. He has enjoyed successful experience as superintendent of the Jefferson Military College and the Tennessee Military Institute. The patronage of the institute is national. **See p. 718.**

Fork Union Military Academy, Fork Union, Va., was established in 1897 by citizens of the neighborhood. It is now owned and controlled by the Baptists of Virginia. The two hundred cadets come almost exclusively from Virginia. Colonel Nathaniel J. Perkins, A.B., Denison, is the president.

Blackstone Military Academy, Blackstone, Va., thirty-five miles from Petersburg, was established in 1912. The Commercial department is emphasized. Colonel E. S. Ligon, M.A., is the president.

Greenbrier Presbyterial Military School, Lewisburg, W. Va., is conducted by Colonel H. B. Moore, A.B., Hampden-Sydney College. It is owned by the Presbytery of Greenbrier, who established and equipped it and who make religious instruction and influence its purpose. Military drill and routine have been established as a permanent factor.

Linsly Institute, Wheeling, W.Va., established by the bequest of Noah Linsly in 1814, introduced military instruction in 1876. It is both day and boarding.

The Collegiate Institute, Mt. Pleasant, N.C., has since 1854 been maintained by the Synod of the Evangelical Lutheran church. The military system has been followed for more than ten years. A four year preparatory course and two years of junior college work are given. G. F. McAllister has been principal since 1903.

Bingham School, Asheville, N.C., was established in 1793 by the Rev. William Bingham, who came from Ireland in 1781. It has since been conducted by three generations of the same family in three successive sites within the same county. Colonel Robert Bingham, the present owner, has been in charge since 1857. Since 1890 the school has been located at Asheville. The cadets live in one storied barracks and come from all over the South. Eighteen countries outside of the United States have been represented in recent years.

Carolina Military and Naval Academy, Hendersonville, N.C., on Highland Lake, at an altitude of over two thousand feet, was opened by Colonel J. C. Woodward, A.B., University of Chicago, A.M., University of Georgia, in 1919, who for nearly twenty years was superintendent of Georgia Military

Academy. A feature is made of hikes and visits to places of interest in the mountains round about. There is also a naval course. The enrollment is chiefly from the Carolinas.

The Citadel, Charleston, S.C., is a military college modeled on West Point. Previous to 1841 it was a state depository for arms and munitions of war and from 1865 to 1881 it was used as a military post. Since 1882 it has been operated as a military college. The corps of cadets is organized as a battalion of infantry of four companies and a band. Colonel Oliver J. Bond, B.S., The Citadel '86; Ph.D., Illinois Wesleyan University '95, has been a professor in the school since 1886 and head since 1908.

Porter Military Academy, Charleston, S.C., was established in 1867 by the late Rev. A. Toomer Porter as an academy for sons of Confederate soldiers. The military features were added in 1890. It prepares especially for the southern colleges, but its certificate is generally accepted by the universities. The rector, Rev. Walter Mitchell, D.D., is the active head of the school. The enrollment represents more than twenty states. Boys from the age of nine are admitted to the lower school. A naval unit was organized in 1919.

Bailey Military Institute, Greenwood, S.C., was established and is conducted by Colonel F. N. K. Bailey, a prominent Baptist and successful business man. It follows the West Point system of military discipline. About four hundred cadets are enrolled chiefly from the state.

Riverside Military Academy, Gainesville, Ga., was established about 1907. In 1913 it came under the business management of Sandy Beaver, the president, who shares the ownership with F. M. McCoy, the principal and other stockholders. The hustling business administration has brought the numbers up. Since 1913 an army officer has been detailed for military instruction. There is a summer naval school on Lake Warner, half a mile distant.

Gordon Institute, Barnesville, Ga., was incorporated in 1852 as "The Barnesville Male and Female High School" and was renamed in 1872. In 1890 the military system was adopted. The school has been coeducational from the beginning and accommodates two hundred and sixty students. From twenty-five to fifty are graduated each year. Edward T. Holmes, A.M., Mercer Univ., has been president since 1912.

Georgia Military College, Milledgeville, Ga., was organized in 1879 in the Old State Capitol as a department of the University of Georgia under the name of the "Middle Georgia Military and Agricultural College." In 1893 the trustees of the university withdrew support and the school has since been assisted by the town. In 1900 the name was changed to

Georgia Military College. An active United States Army officer is detailed to the college. The school is coeducational with five hundred and forty in attendance coming from Georgia. J. H. Marshburn became president in 1918.

Florida Military Academy, Magnolia Springs, Fla., incorporates such features of the military system as seem especially suited to the development of the growing boy. A ground school of aviation has been added recently as part of the school equipment. George W. Hulvey is the superintendent.

Kentucky Military Institute, Lyndon, Ky., has, since 1906, followed the interesting plan of spending the winter months in Florida. The school dates from 1845 and from 1896 was for twenty-five years controlled by Colonel C. W. Fowler. In 1919 it was purchased by a stock company and Colonel E. L. Gruber, a graduate of West Point, resigned from the United States Army to become superintendent. The course of instruction covers six years of high school and junior college work and prepares for technical schools and the universities. In January each year the school migrates to its winter quarters near Eau Gallie, Fla., on the Indian River, returning to Kentucky early in April.

Bethel College, Russellville, Ky., offers military features of the R.O.T.C. to the training of boys ready for work in the eighth grade on through junior college. It was established by the Baptists in 1849 and since endowed by that denomination. George F. Dasher has since 1918 headed the faculty.

Branham and Hughes Military Academy, Spring Hill, Tenn., had its beginning as the Campus School in 1892 and moved to its present site in 1897. In 1917 it became a military school under its present name. Colonel W. C. Branham is the president. Of the one hundred and seventy cadets about one hundred and thirty are from Tennessee.

Castle Heights Military Academy, Lebanon, thirty miles from Nashville, has in recent years come to the fore among southern private school for boys, largely by reason of its magnificent equipment in buildings and grounds, large faculty of trained instructors, rigid discipline, personal interest in all students and comprehensive literary and military advantages. The academy makes a specialty of preparing students for admission to all American colleges and universities in addition to West Point and Annapolis. The enrollment of four hundred represents twenty-six states and foreign lands. Classical, scientific and commercial courses are offered. There is a summer school session, Camp Kawasawa, and a Junior School for boys from seven to fourteen. Colonel L. L. Rice is the owner and president. **See page 720.**

The Columbia Military Academy, Columbia, Tenn., forty

miles south of Nashville, was opened in 1905 in the old government arsenal which has been transferred to a corporation and was somewhat altered for school purposes. There are about one hundred cadets who are organized in a battalion of infantry of two companies. H. C. Weber is the lessee of the property and owner of the school. E. B. Fishburne is the superintendent.

The Fitzgerald and Clarke School, Tullahoma, is the continuation of an earlier school established at Trenton, by W. S. Fitzgerald, as early as 1904. Since 1911 it has been in its present location, under the principals, whose names it bears, both of whom are graduates of Vanderbilt University. Military drill and discipline were added in 1919 and the school now prepares for the southern universities and the United States Military and Naval Academies.

Sewanee Military Academy, Sewanee, Tenn., midway between Chattanooga and Nashville on the Cumberland Plateau, is a department of the University of the South, founded in 1857 by the bishops of the ten southern Episcopal dioceses. The academy began in 1868 as the Sewanee Grammar School, but in 1908 it received its present name. It occupies as barracks Quintard Memorial Hall, which is about half a mile from the buildings of the university. Since 1912 the strictest system of military discipline has been introduced under Colonel DuVal G. Cravens, the head master, and the standard has been raised. **See page 720.**

Tennessee Military Institute, Sweetwater, Tenn., was established in 1874 by Rev. J. Lynn Bachman, D.D., as Sweetwater Military College. In 1902 it was reorganized and chartered as Tennessee Military Institute. All the members of the faculty are regularly commissioned by the governor of the state as officers in the National Guard of Tennessee. The military training is patterned after West Point.

Marion Institute, Marion, Ala., was established in 1887 by Colonel J. T. Murfee and is now under the direction of his son, Colonel W. L. Murfee. The ownership is vested in a self-perpetuating board of trustees. There are three departments. The high school and army and navy college offer courses in preparation for West Point and Annapolis. In the junior college pre-medical and engineering courses are given. The cadets, while chiefly from the South, come from all parts of the country.

The University Military School, Mobile, Ala., is a day school which does substantial preparatory work and is accredited to the universities. The school always has its full quota and application must be made in advance. Julius T. Wright, the principal, is able and thoroughly up to date.

The Gulf Coast Military Academy, Gulfport, Miss., was

established in 1912 by Colonel J. C. Hardy, owner, and Colonel R. B. McGehee, lessee and later joint owner. The latter was formerly assistant principal of Columbia Military Academy. It has had a phenomenal growth, recently enrolling over three hundred.

Jefferson Military College, Washington, Miss., chartered in 1802, is one of the oldest institutions of its kind in the South. Many of the able men of the South, including Jefferson Davis, twelve governors, eight United States senators and twenty congressmen, were educated at this college. The majority of the students come from Mississippi. Colonel Clarence Greene Prospere became superintendent in 1917.

Miami Military Institute, at Germantown, in southwestern Ohio, was established in 1896 by Colonel Orvan Graff Brown, the present head of the school. He is now assisted by his two sons, Reid M. Brown, Ph.D., head master, and S. Kennedy Brown, A.B., registrar.

Ohio Military Institute, College Hill, Ohio, near Cincinnati, was established in 1890 on the foundation then known as Belmont College and in earlier days as Farmers' College, the Alma Mater of President Benjamin Harrison. The beginning, however, may even be dated back to 1833 to Cary's Academy, established on College Hill by Freeman Cary, uncle of Alice and Phœbe Cary, the poets, who conducted a small training school for boys. It remains a small school directed by Colonel A. M. Henshaw. The cadets are divided into an upper and a lower school.

Culver Military Academy, Culver, Ind., on Lake Maxinkuckee, eighty-four miles from Chicago, is the largest and most prosperous of the thoroughgoing military schools. Established in 1894 by the late Henry Harrison Culver, it has been continued by the Culver estate which has never taken a dividend, but turned back all earnings into the improvement of the school plant. Under Colonel Fleet as superintendent, the school grew rapidly. Colonel L. R. Gignilliat has been the superintendent since 1910 and for fourteen years previously had been the commandant. Colonel Gignilliat is a tactful and capable administrator. He has an admirable system of supervision of student activities outside the class room and the drill hall and holds advanced ideas upon vocational selection, debating and literary organizations. Colonel H. G. Glascock, head master, and Captain F. L. Hunt, assistant head master, are directly in charge of academic instruction. The academy has inaugurated a Department of Academic Coordination of which Captain Lawrence Durborow, an alumnus of the academy, 1901, and of Indiana University, 1905, is director. This department has the function of studying

methods for making the academic work constantly more efficient. Large responsibility is placed upon heads of departments. The academic and military faculties are distinct. The former is comprised of thirty-five men; the latter of fifteen. Cavalry, artillery and military engineering are featured. For eleven consecutive years the United States War Department has given the military work of the school the highest rating. The equipment is constantly being added to with the growth of the school. See page 719.

Western Military Academy, Alton, Ill., twenty-five miles north of St. Louis, was founded by the late Edward Wyman in 1879 and conducted by him as Wyman Institute until his death in 1888. In 1892 the school was incorporated and the military system introduced. The academy was brought to its present high state of efficiency during the thirty years Colonel A. M. Jackson served as superintendent. Colonel G. D. Eaton, associated with Colonel Jackson in the ownership and management of the school for many years, is now superintendent. Major R. L. Jackson is principal. The school is well equipped, has a strong faculty and has received state and national recognition.

Onarga Military School, Onarga, Ill., eighty-five miles south of Chicago, was until 1917 known as Grand Prairie Seminary. First chartered in 1863, until 1880 it granted degrees, but since that time instruction has been limited to high school subjects. H. M. Karr is the president. J. E. Bettinger is the superintendent.

Morgan Park Military Academy, Morgan Park, Ill., fourteen miles from Chicago, was organized in 1892 with the cooperation of President Harper of the University of Chicago. It has recently been reorganized with E. J. Price as president of the board of trustees and Harry D. Abells, B.S., University of Chicago '07, principal. Mr. Abells has been connected with the academy since 1898. The patronage is largely from the North Central States. Vocational guidance is made a practical feature through lectures by professional and business men and through trips to manufacturing plants and industrial enterprises. Practice is offered in public speaking and academic singing. There is a separate school for young boys.

The Northwestern Military and Naval Academy was founded in 1888 at Highland Park, Ill., by Colonel H. P. Davidson, as the Northwestern Military Academy. In 1911 he was succeeded by his son, Colonel R. P. Davidson, who reorganized the academy, added a naval feature and moved the school to its present location on the shores of Lake Geneva, Wis. The academy is recognized by both the navy and war departments and for a number of years they have given the

school the highest rating. The academy is an infantry unit of the Reserve Officers Training Corps and since 1897 has also been known throughout the world for its experiments with automobiles for military purposes. An honor system of government of twenty-five years' standing has enabled the school to abolish all forms of punishment and has had a pronounced effect on all of the academy's graduates. The attendance of the school is limited to two hundred and is usually filled some time before the opening.

St. John's Military Academy, is at Delafield in the beautiful lake region of southern Wisconsin, three hours from Chicago. The school was established by the Rev. Sidney T. Smythe in 1884, became military two years later and was incorporated in 1889 and is still under the direction of its founder. The school emphasizes its Episcopalian influence and all students must attend evensong five times in the week and chapel on Sundays. General Charles King, the soldier novelist, whose home is near by, was early interested in the school and still retains his connection, nominally, as superintendent of military instruction. The commandant, Major Roy F. Farrand, U.S.R., is a man of force and is a definite influence. The cadets are organized as a battalion of infantry of six companies with a cadet band. The patronage represents most of the states. Of the one thousand alumni, over six hundred served in the war, five hundred as commissioned officers. **See page 721.**

Shattuck School, Faribault, Minn., fifty miles south of Minneapolis, is perhaps the most notable school in the West. It was the conception of the Rev. Henry W. Whipple, the first bishop of Minnesota, who was familiar with the great usefulness of such schools in England as Winchester and Rugby, and saw the need of a permanent educational institution in this region. As early as 1858 the Rev. James L. Breck had established in Faribault a small school which was later incorporated as the Bishop Seabury Mission. Out of this have grown the three renowned schools, Seabury Divinity School, St. Mary's Hall for Girls and Shattuck. The boys' school was named for an early benefactor, Dr. George Cheyne Shattuck of Boston. In 1916 the Rt. Rev. F. A. McElwain became the rector and Charles W. Newhall, A.B., Johns Hopkins, connected with Shattuck for over twenty years, the head master. There is a strong faculty of university graduates. During its long career more than three thousand boys have been trained in its halls. The students are drawn largely from well to do families of the great Northwest. Military training is required of all and the students are organized into a battalion of infantry. **See page 721.**

College of St. Thomas, St. Paul, Minn., was opened in

1885 as a diocesan institution conducted by priests. It is a Roman Catholic college preparatory school having an attendance of nearly seven hundred, largely from Minnesota, though many other states are represented. The military work is of high class and the War Department has several times desig nated it as a distinguished school. The corps of cadets is organized into a regiment of three battalions, comprising nine companies, with a band.

Dubuque College, Dubuque, Ia., maintains an elementary, a high school and a collegiate department with a summer school in which the work counts toward a degree. The four year course in military science and tactics, under government control as a Reserve Officers' Training Corps, covers both practical and theoretical ground. The college was established in 1873 and is now under the direction of the president, John C. Stuart.

Kemper Military School, Boonville, Mo., was founded in 1844 by Frederick T. Kemper, who continued in active control until his death in 1881. Colonel T. A. Johnston, the present head, who introduced the military system, has been connected with the school since 1868 and has been superintendent since 1881. Most of the cadets come from the Mississippi Valley and the Southwest. The work of the senior and junior units, R.O.T.C., has kept the school on the list of honor schools since 1914.

Missouri Military Academy, Mexico, Mo., was established in 1889 by citizens under the leadership of the late Governor Charles H. Hardin, founder of Hardin College, who donated money and a site. The first superintendent, Colonel A. F. Fleet, later became superintendent of Culver. After an interregnum the buildings which had been burned were rebuilt in 1900 and additional money raised. The school is now well equipped, and has an enrollment of about two hundred. Since 1914 Colonel E. Y. Burton has been president.

Wentworth Military Academy, Lexington, Mo., established in 1880, adopted the military system a year later and is the pioneer military school in the Middle West. Its graduates receive commissions as second lieutenants from the State Militia. Its patronage is largely from Missouri and the adjacent states. Colonel Sandford Sellers is the superintendent.

St. John's Military School, Salina, Kan., was founded by Elisha Thomas, the second Bishop of Kansas, with the cooperation of the public spirited citizens of that town. The school's patronage was at first largely local, but has now become widespread. The Rev. M. B. Stewart is the principal.

Kelley Military Academy, Burlington, Kan., was opened in 1918 by Clyde R. Terry, M.A., a former army chaplain who

was for two years associated with Miami Military Institute. A summer camp is maintained in connection with the school.

The Allen Academy, Bryan, Texas, a boarding school with military training, was opened in 1899 by the brothers, J. H. Allen and R. O. Allen, under whose direction its remains. Military training was added in 1915 and the school now has a junior unit of the R.O.T.C. The academy is accredited to all southern colleges which most of its graduates enter.

The Texas Military College, Terrell, Texas, established in 1915, is a junior college offering a four year preparatory course and two years of college work. Colonel Louis C. Perry, B.S., A.M., Ph.D., the founder and president, has had wide experience in the West. The growth of the school has been rapid and the enrollment is now nearly two hundred.

West Texas Military Academy, San Antonio, Texas, is a young institution, but already the largest in the Southwest. Though an Episcopal church school it is essentially military in spirit and since 1909 has had an army officer detailed by the War Department. The school is affiliated with the University of Texas and forty colleges and universities accept its students without examinations.

The Peacock Military College, San Antonio, Texas, has been maintained by Wesley Peacock since 1894 and since 1900 has been a military school. It was the first military school in any Gulf state to be classed A by the War Department, which details an army officer for military instruction. The students are organized into a battalion of infantry of three companies.

San Antonio Academy, San Antonio, was established in 1886 as a day school, but since 1913 has had accommodations for resident pupils. The school has prepared boys for universities and technical schools all over the country. A military system has recently been adopted. The patronage is chiefly from Texas and Mexico. W. W. Bondurant has been the principal since 1906.

New Mexico Military Institute, Roswell, N.M., in the Pecos Valley, was established by an act of the Legislature and opened in September, 1898, but enjoys all the privileges of the older established state military institutions of the East. In 1898 Congress granted it fifty thousand acres of public land which has since been increased, the income from which is used for general maintenance. Since 1905 a United States Army officer has been detailed for military instruction. Since the school's inception Colonel James W. Wilson has been the superintendent. Its cadets are drawn largely from the Southwestern States.

Hill Military Academy, Portland, Ore., has been prominent

in that section of the Northwest since its establishment in 1902 by Dr. J. W. Hill, A.B., Yale '78, M.D., Williamette University '81, who has been identified with the educational interests of Portland for nearly forty years. He is now assisted by his son, Joseph A. Hill, Ph.B., Yale '02. It is a boarding and day school and draws its pupils largely from the Pacific Coast and the Rocky Mountain states. A summer camp is maintained at Newport, a beautiful and picturesque spot on the rugged Oregon coast.

Hitchcock Military Academy, San Rafael, Cal., near San Francisco, was opened in 1878 by Rev. William Dixon, under the name of "Selborne School." In 1899 the school was destroyed by fire, was rebuilt on its new site and the name changed to Hitchcock Military Academy. Since that time Rex W. Sherer, Ph.B., University of California '98, has been connected with the school, first as commandant and since 1911 as president, and has given the school a conscientious business administration. The patronage is from the Western States and Central American countries. The school maintains a summer camp on Eel River in Mendocino County.

Mt. Tamalpais Military Academy, San Rafael, Cal., has had a steady growth since its establishment in 1890. Major Newell F. Vanderbilt, B.S., California Military Academy '94, an instructor for twenty-one years, became the commandant in 1915 and in 1917 as president assumed full charge. It features cavalry and artillery and has an annual military encampment. In the upper and the lower school over a hundred boys are enrolled who come chiefly from the Pacific Coast.

Palo Alto Military Academy, Palo Alto, Cal., formerly Manzanita Hall, was first opened in 1893. In 1919 it was taken over by Grenville C. Emery and Richard P. Kelley. Mr. Kelley, formerly of the Harvard School and Page Military Academy, Los Angeles, is now the principal.

Seale Academy, Palo Alto, Cal., was opened in 1920 on the old Seale homestead by Grenville C. Emery. Mr. Emery, for many years a master in the Boston Latin School and the author of a well known textbook on Algebra, in 1899 founded the Harvard School of Los Angeles. He is an old man with a young heart and great enthusiasm for boys. The military feature will not be permitted to submerge other activities.

William Warren School, Menlo Park, Cal., thirty miles south of San Francisco, is a boarding and day school for boys. It receives them as young as the age of seven and they may remain until fitted for college. A summer school and camp is conducted. William Herbert Warren, 2d, is head master.

The Harvard School, Los Angeles, Cal., otherwise known as the "Bishop's School for Boys," is a boarding and day

school established in 1900 by Grenville Emery, who had for years been a master in the Boston Latin School. Rev. Robert B. Gooden, A.M., Trinity, is the present head master. The trustees of the school include a number of the most prominent business and professional men of Los Angeles. A United States Army officer is detailed by the War Department for military instruction. Many who have graduated from the school have entered the leading colleges. An attractive feature of the school is its summer camp at Catalina Island.

Page Military Academy, Los Angeles, Cal., established in 1908 by Robert A. Gibbs, A.B., University of Southern California, is a school for young boys through grammar grades. It is an interesting experiment in education, subordinating everything to the needs of the young boy. The school has had a remarkable growth and in 1915 moved into new buildings which have since been added to. The faculty of men and women comprises about a score of specialists. The school is thoroughly progressive and has adopted the best of the country day school features, with supervised afternoon study and play. The school bank and the system of supervising pupils' expenditures will commend themselves to parents. The school patronage is national, a majority of the boys coming from outside of California and there is a cosmopolitan sprinkling of American boys whose parents are residents in foreign countries. **See page 722.**

California Military Academy, 1500 So. Norton Ave., Los Angeles, Cal., is a boarding and day school for boys from six to fifteen. N. W. Brick, M.A., is the principal and proprietor.

Los Angeles Military Academy, Huntington Drive, Los Angeles, Cal., was established in 1895. Walter J. Bailey, A.M., has long been the principal.

Urban Military Day and Boarding School, 800 S. Alvarado St., Los Angeles, Cal., for young boys, was established in 1905 by Miss MacDonald. Compton Burnett is head master.

Westlake Military Academy, Santa Monica, Cal., established in 1915 in Los Angeles, moved to its present site in 1917. Colonel William Strover is the superintendent.

Pasadena Military Academy, formerly the Army and Navy Academy, Pasadena, Cal., was established in 1917 by Captain Davis of San Diego Military Academy for young boys in grammar grades. It is now owned by Mrs. J. H. Henry of Pasadena. Charles M. Wood is the superintendent.

San Diego Army and Navy Academy, located at Pacific Beach, Cal., a suburb of San Diego, was established in 1910 by Captain Thomas A. Davis, late Sixth United States Volunteer Infantry, who is the present proprietor.

GIRLS' SCHOOLS

NEW ENGLAND

MAINE

The Waynflete School, Portland, is a conservative day school which offers general and college preparatory courses. The principals are Miss C. M. Crisfield and Miss Lowell. A few resident pupils are accommodated.

St. Joseph's Academy, Portland, founded in 1881, is conducted by the Sisters of Mercy. It offers a complete course of study from primary through the high school, including domestic science and business courses, art and music. A two year Teachers' Training Course leads to an Elementary State Certificate.

Nasson Institute, Springvale, opened in 1912, was established by the will of George Nasson, a citizen of Springvale. The school provides two year vocational courses in home economics and secretarial studies.

NEW HAMPSHIRE

Robinson Seminary, Exeter, founded in 1867, is a large and prosperous endowed day school with an attendance of nearly three hundred, largely local, though half the graduates live outside the state. About fifteen graduates annually enter leading women's colleges of New England. Harlan M. Bisbee, A.B., Bowdoin, A.M., Harvard, has been the principal since 1905.

St. Mary's School for Girls, Concord, is a diocesan Episcopal school established in 1886 by the Rt. Rev. W. W. Niles. It is a boarding and day school offering intermediate, college preparatory, general and special courses. Miss Isabel M. Parks, after twenty years of devoted service in upbuilding the school, resigned in 1919 and was succeeded by Miss Mary E. Ladd, B.L., Smith.

Mount Saint Mary Seminary, a convent boarding school under the direction of the Sisters of Mercy, was founded at Manchester, half a century ago, but has lately moved to Hookset, eight miles distant. There is a children's department and an academic department, the latter offering finishing and general courses. About one hundred girls are in attendance largely from New Hampshire.

VERMONT

Bishop Hopkins Hall, Burlington, a diocesan boarding and day school named for the first Bishop of Vermont, was founded in 1888. Its home is a substantial stone building in attractive grounds overlooking Lake Champlain. Miss Ellen Seton Ogden, Ph.D., Bryn Mawr, formerly at Miss Porter's school at Farmington, has since 1913 been the head mistress. It is a small school with a homelike atmosphere in which each girl receives Miss Ogden's personal attention. Healthful outdoor life and winter sports are enjoyed by the girls. In addition to college preparatory work a general course is given. **See page 723.**

MASSACHUSETTS.

Abbot Academy, Andover, founded in 1829, was the first incorporated school in New England solely for the education of girls. It is an endowed school, rich in traditions, and has a large body of loyal alumnæ. Abbot has been fortunate in having a succession of strong and able women as its principals, who have always maintained high educational ideals, inspiring the students and helping them to do most efficient work. Miss Bertha Bailey, principal since 1912, has ably maintained its standards. The strong faculty permits a considerable amount of advanced work, so that the school is resorted to by high school graduates. A democratic spirit prevails among the one hundred and seventy girls, who come from twenty-two states, though about one half are from Massachusetts, and approximately one half take the college preparatory course. The equipment is complete, and special advantages are offered in art, music and vocal expression. High school graduates may take a two year course of elective studies. **See page 726.**

Bradford Academy, the oldest institution in New England for the higher education of women, was established in 1803 by the parishioners of the Congregational church of the town of Bradford and until 1836 was coeducational. The school has been fortunate throughout its history in having on its board of trustees men and women of unusual capacity and devotion to the interests of Bradford. Alice Freeman Palmer long took active interest. Preparation for the leading colleges is especially accented though the other phases of school life are not neglected. The unusual advantages of Bradford early drew students from all over New England, but for many decades the patronage has been national. During the century and more of its existence over seven thousand students have attended the school. There is a large and highly trained faculty of experienced men and women. Since 1918 the principal has been Miss Marion Coats, A.B., Vassar, A.M., Radcliffe, who had

previously had a brief but broad experience in private school work. A senior high school course is offered, similar in kind and achievement to the typical college course. It consists of the last three years of high school work and two years of advanced work for high school graduates. With the Junior Academy there is now offered a continuous course from the seventh grade through two years of college work. **See page 725.**

The Junior Academy, Bradford, established in 1920 under the direction of Miss Nina Hart, head of the department of English at Bradford Academy, and formerly an instructor at Packer Institute, is preparatory to the Senior Academy and provides for girls who have completed the sixth elementary grade. Its buildings, entirely separate, are opposite the eastern gate of Bradford Academy, all the intellectual and athletic advantages of which are shared. **See page 724.**

Rogers Hall, Lowell, was founded in 1892 by Elisabeth Rogers, who in her lifetime gave her family mansion to the school, and on her death in 1898 endowed it with her entire property. The school was created by Mrs. Eliza Parker Underhill, who during the eighteen years of her administration gave of her fruitful experience and executive ability with untiring effort. Since her retirement in 1910, her sister, Miss Olive S. Parsons, B.A., University of Chicago, who from the founding had been associated with the school, has been the principal. She has been successful in developing a strong and healthful school spirit which the system of student government and the influence of the alumnæ have helped. The school offers academic and college preparatory courses of four or five years, and also for graduates of secondary schools a two year collegiate course which may include advanced work in music, art, domestic science and secretarial studies. A course in citizenship and social service has recently been established. Forty-nine per cent of the graduates have entered college. The Alumnæ Association holds biennial meetings at the school. **See page 727.**

Whittier School, Merrimack, named for the Quaker poet, whose home is two miles distant, has been maintained since 1893 by Mr. and Mrs. Wm. M. Russell. Mrs. Annie Brackett Russell is a graduate of Boston University and for eighteen years has been assisted by her sister, Miss Brackett. The school is unpretentious and offers a quiet, pleasant home life, with college preparation for those who desire. Girls as young as eight years are accepted.

Boston

The Brimmer School, 67–69 Brimmer St., is a large day school for girls with a lower school to which boys are admitted in the primary grades and there is also a Montessori class for

little children. The Upper School prepares efficiently for college. The school is a continuation of Miss Cummings' School, which was formed in 1912 through the union of Miss Browne's Classical School for Girls, established in 1887, and Miss Creech's School, which dated from 1909. Increasing numbers required a new fireproof building better adapted to the school purposes. A corporation was formed and the school moved into its new quarters in 1914. Miss Mabel Homer Cummings, the principal, A.B., Smith '05, taught in the Chestnut Hill School, Brookline, and was principal of the preparatory department of the Volkmann School before she bought the Classical School for Girls in 1911. The assistant principal is Miss M. M. Pickering and there is a faculty of twenty-five.

Miss McClintock's School, 4 Arlington St., has since its establishment in 1908 gradually won an increasing success and reputation. Born in the South, educated in the West, A.B., Goucher College, Ph.M., University of Chicago, and having taught many years in the East, Miss McClintock has broad educational and social ideals. She brings to her work with girls not only wide experience, but sympathetic understanding, as well as an originality of approach. She has a rare facility in detecting the special needs of girls whose training is committed to her care. She wins the affection of her pupils and the confidence of their parents. There is a large day school with resident accommodation and an intimate home life, for a limited number of girls, who receive Miss McClintock's personal supervision. Intermediate, college preparatory, general and special courses, including secretarial work and arts and crafts, are given. The central location opposite the Public Garden makes it especially convenient for girls wishing to study art or music with special masters. See page 728.

Erskine School, 129 Beacon Street, is for practical, vocational and business training of graduates of private schools or mature girls capable of doing college grade work. It offers a broad general course and secretarial studies, that girls may be better equipped to assist in the care of their own property and for the affairs of everyday life. Miss Euphemia McClintock, the director, A.B., Women's College, M.A., University of Chicago, was for many years president of the College of Columbia, S.C., and more recently director of the Boston branch of a school for secretarial studies for young women. See page 728.

Miss Lee's School, 107 Marlborough St., a day school, was opened in 1912 by Miss Frances Lee, A.B., Radcliffe '01, for nine years associated with Miss Bertha Carroll's School. The school offers college preparatory and general courses to girls and prepares little boys for secondary schools. A new school building was occupied in the fall of 1917.

The May School, 339 Marlborough St., is a continuation of Miss Folsom's School, which for many years enjoyed the highest social standing. Miss Mary C. S. May established a régime which appealed to a characteristic Boston clientele by whom she was regarded with trust and confidence. In 1918, after long years of service, she was succeeded by Miss Jessie Degen, long her associate. There is a strong college trained faculty. In addition to the regular college and post graduate courses, the school offers special advantages for the study of French.

The Curtis-Peabody School, 507 Beacon St., provides for older girls in college preparatory and general courses. There is also an open-air school for children as young as six. Miss Elizabeth Curtis and Miss Lucy G. Peabody are the principals.

The Boston Academy of Notre Dame, Riverway, was founded in 1853 by the Sisters of Notre Dame of Namur, and since 1917 has occupied its present magnificent plant. There are primary, intermediate and high school departments, including preparation for college. A one to two year secretarial course for high school graduates is offered.

The Winsor School, Pilgrim Road and Riverway Drive, is a large, successful day school enjoying the highest social prestige. Begun in 1886 in a modest way on Boylston St., its growth necessitated repeated removal, until in 1908 it was incorporated and occupied its present building. It is the result of the notable executive capacity of Miss Mary Pickard Winsor, whose sister has created the Roger Ascham School and brother the Middlesex School. There is a strong administrative and teaching staff of about forty. The "regular" course is eight years. Individual courses, a post graduate class and college preparatory work are provided. Afternoon sports and classes in gymnastics and dancing are in charge of trained teachers.

The Chamberlayne School for Girls, 28 The Fenway, a home school for twenty-five girls, with a day department for pupils of high school age, was established by Miss Catharine J. Chamberlayne, A.M., in 1892. Since her death in 1920 the conduct of the school has devolved upon her niece, Miss Bertha K. Filkins, as director. Miss Grace L. Edgett, A.B., a former teacher in the school, has returned as principal. It offers college preparatory work and varied electives. An endeavor is made to develop a sense of social responsibility and a spirit of service. **See page 730.**

The Madame Achard School, 33 Alton Pl., Brookline, opened by Clara C. Achard in 1917, especially emphasizes the French language, but meets the regular college requirements. It is a day school with accommodations for a limited number of boarding pupils. The course covers the elementary and high school grades.

Choate School, 1600 Beacon St., Brookline, is a home and day school for girls offering a six year course equivalent to the two upper grammar and high school years, both preparatory for college, and for those who do not so intend. The school opened under its new name in the Eben D. Jordan mansion in the fall of 1920. Originally founded in 1882 by the Misses Gilman, it was known as the Commonwealth Ave. School and later as Miss Guild and Miss Evans' School. In 1918 Miss Augusta Choate, A.M., Vassar, for fourteen years in the Baldwin School, Bryn Mawr, succeeded to the management. Much is made of the attractive home life and of the health and physical well being of the pupils.

Mount Saint Joseph Academy for Young Ladies, Brighton, attended by over four hundred, is under the direction of the Sisters of St. Joseph. The course of study includes primary, grammar and high school grades, with a comprehensive course in Christian Doctrine, Bible and Church History.

Lasell Seminary, Auburndale, is a school of national rather than local repute. Founded in 1851 by Professor Edward Lasell of Williams College, it was from 1874 until 1908 under the control of Charles C. Bragdon, who introduced many practical features, including the study of domestic science on a scientific basis. Since 1908 it has been under the control of Guy M. Winslow, A.B., Tufts '95, Ph.D. '98, who had for ten years previously been an instructor in the school. He is a man with practical business ideals of the education of the modern woman. In 1919 Charles F. Towne, A.B., Colby '00, A.M., Brown '16, entered the school as associate principal. The students average nineteen years of age and the faculty of forty offer many courses of college grade. The life and activities are varied, and there are a great many clubs and organizations. About three hundred girls are in attendance from thirty-one states and several foreign countries. The alumnæ are organized in Lasell Clubs in many cities throughout the country. **See page 731.**

Woodland Park Hall, Auburndale, the junior department of Lasell Seminary, is a country day and boarding school for younger girls. It occupies the spacious grounds and building of the former Woodland Park Hotel near the Charles River. The work covers the primary and grammar grades from the fourth through the eighth. Instruction is given in music, French, art, homemaking and nature study. It is under the direction of Charles F. Towne, A.M., associate principal of Lasell Seminary. **See page 731.**

Mount Ida School for Girls, Newton, was established in 1898 by Mr. and Mrs. George Franklin Jewett, who still conduct it. It is a finishing school offering work of high school grade and advanced work for high school graduates, in all departments of

music, domestic science, art and elocution. The opportunities of Boston are fully exploited.

The Misses Allen School for Girls was established by the daughters of the late Nathaniel T. Allen, abolitionist, educator, reformer, philanthropist. In 1904 they opened the old Colonial Allen homestead at West Newton for young ladies. The forty pupils are drawn from all sections. The school prepares for college and graduates are now in all leading colleges. Miss Lucy Ellis Allen, A.B., Smith, conducts the school. It is distinctly a family and home school.

Dana Hall, Wellesley, was founded in 1881 by the Misses Julia A. and Sarah P. Eastman with the cooperation of Wellesley College, as a preparatory school for that institution. Since 1899 it has been under the exceptionally strong management of Miss Helen Temple Cooke. To her administrative ability it is due that Dana Hall has become one of the leading secondary schools for girls in the United States, with a total attendance of over four hundred. Miss Cooke is a woman of remarkable personality, clearsightedness and executive capacity, with the highest ideals of womanhood. She makes a strong appeal to girls and her influence upon them is inspiring and lasting.

To broaden the scope of Dana Hall work, Miss Cooke has established two coordinated schools: Tenacre, opened in 1910 for younger girls, prepares for the secondary schools; Pine Manor, opened in 1911, is a post graduate department intended for the graduates of Dana Hall and of other secondary schools who desire advanced academic work, music, or art with courses directly preparatory to efficient and cultured homemaking. The heads of departments in the three schools are women of unusual capacity and influence. Dana Hall graduates about eighty pupils each year, of which number about one third enter college. The body of alumnæ exceeds two thousand. **See p. 729.**

Walnut Hill School, Natick, within two miles of Wellesley, is a college preparatory school. It was established in 1893 at the suggestion of President Shafer of Wellesley College by the present principals, Miss Charlotte H. Conant and Miss Florence Bigelow. Both are Wellesley graduates and Miss Bigelow was for four years an instructor in the college. Its proximity to Wellesley enables students and instructors to keep in close touch with Wellesley activities. Almost as many girls are prepared for Vassar and Smith as Wellesley. The excellent equipment and the high standard of instruction maintained make Walnut Hill one of the most efficient college preparatory schools in New England. **See page 732.**

Milton Academy Girls' School, one of the three departments of Milton Academy, is for girls from twelve to eighteen years of age. It offers a college preparatory and an elective course.

It is a day school of local patronage but Hathaway House affords accommodation for eighteen resident students. Miss Sarah S. Goodwin is principal.

Cambridge-Haskell, Concord Ave., Cambridge, was established in 1886 by Arthur Gilman, who conceived the plan of affording women a systematic course of studies under Harvard instructors which resulted in the "Annex" that later became Radcliffe. This led to the establishment of a school for younger girls, which soon became the foremost girls' school for the families of Old Cambridge. In 1900 the school was incorporated under a board of directors which includes members of the faculties of Harvard and Radcliffe. In 1918 Miss Mary E. Haskell, A.B., Wellesley, became principal, merging her own school which she had successfully maintained in Boston for fifteen years. The school gives a complete course beginning with kindergarten age. Both college preparatory and finishing courses are offered. There is a large day school and two residences, one for girls from fourteen to sixteen, the other for older girls. **See page 730.**

Marycliff Academy, Arlington Heights, is a Catholic boarding school for girls but students of all denominations are welcomed. It was first opened in 1913 in the old "Robbins Spring Hotel." It is conducted by the Sisters of Christian Education, a teaching order founded in 1817.

Waltham School, Waltham, was founded by Benjamin Worcester in 1860 and is conducted by the New Church Institute of Education in conformity with the New Church ideals. It is a well equipped day and resident school, which, because of numerous gifts and bequests, furnishes excellent opportunities at low cost. Miss Martha Mason, A.B., Smith, for many years a teacher in the school, and for three years in the University of Wisconsin, has been principal since 1917.

House in the Pines, Norton, was established in 1911 by Miss Gertrude E. Cornish, where proximity to Wheaton College offers opportunities for lectures and concerts. Miss Cornish, who had previously been an instructor at Wheaton and a teacher at Farmington, is especially fitted to win the admiration and comradeship of her pupils. A homelike atmosphere prevails. Both college preparatory and general courses are offered as well as two years of advanced work beyond the high school. The junior school has its own separate residence with a resident house mother. It is under the direction of Miss Clara Coyle, A.B., Wheaton. Children as young as eight years are accepted. **See page 732.**

Howard Seminary, West Bridgewater, established in 1867, by Benjamin B. Howard, was long under the management of Miss Sarah E. Laughton and closed in 1914. In 1915 it was

reorganized and reopened under the management of Mr. and Mrs. C. P. Kendall as a country boarding school. It is a finishing school offering opportunities in music, household economics and similar subjects. There is a junior department for girls of the age of ten or more.

The Sea Pines School, Brewster, Cape Cod, was established in 1907 by Rev. Thomas Bickford, previously a Congregational minister in Cambridge. Since his death in 1917 the school has been maintained by Mrs. Bickford and two daughters, Miss Faith and Miss Addie, who always played an important part in the school life. It is an unusual school, exploiting the personality idea. Incidentally there are courses in domestic science, business, arts and crafts, college preparation, which lead to "a personality diploma." Beginning with 1920 the long vacation will be during the winter instead of the summer.

Whiting Hall, South Sudbury, is a country home school for young girls opened in 1913 by Mr. and Mrs. Elbridge Cutler Whiting. Mr. Whiting is a graduate of Amherst College and Yale; Mrs. Whiting was a former teacher in Wellesley. Twenty girls under sixteen are afforded a quiet, refined home life and the attractions of the surrounding country.

The Bancroft School, 111 Elm St., Worcester, was organized in 1900 and two years later was incorporated with the assistance of prominent residents of Worcester. Instruction is offered from kindergarten through the high school grades in preparation for college. Little boys are admitted to the lower classes. Gray Gables, a residence for older girls, is the center of the social life of the day school. A five day boarding plan for girls of high school age and country day school advantages for boys and girls were added in 1919. Since 1915 Miss Miriam Titcomb, B.L., Smith, has been principal. **See page 724.**

Northfield Seminary in the village of East Northfield, just across the Connecticut River from the Mount Hermon School, is under the control of the same board of trustees. Both institutions owe their origin to the great revivalist, Dwight L. Moody. The seminary was founded in 1879 and incorporated in 1881. It has an endowment of nearly a million, and as the girls perform a large part of the domestic work, cost of board and instruction is kept very low. The school successfully meets a special need in offering educational opportunities to earnest, eager girls of limited means to secure an excellent education. Charles E. Dickerson, M.S., is the principal. The student body of more than five hundred is national and international, many pupils being sent from abroad by missionaries.

The Mary A. Burnham School, Northampton, was established in 1877 at the suggestion of President Seelye of Smith College, as a preparatory school for Smith. From the first Miss

Bessie T. Capen was financially interested with Miss Burnham and in 1880 became associate principal. On Miss Burnham's death in 1885 Miss Capen continued the school until 1904 as The Burnham School. It was known as the Northampton School for Girls until 1909 when the Burnham heirs, represented by Miss Martha C. Burnham, sister of the founder, resumed the former name, establishing a separate school in the Burnham House. Miss Helen E. Thompson, head mistress since that time, has been connected with the school since 1879. Miss Thompson's conscientious interest and devotion to the school have been recognized in giving her complete control and responsibility. There is an alumnæ association of three hundred. Over seven hundred girls have lived in Burnham House. **See page 734.**

Miss Capen's School, Northampton, in proximity to Smith College, is one of the best known preparatory schools. About two thirds of its pupils take the college preparatory course, the others elective general studies, including domestic science and secretarial studies. The school was founded by Miss Bessie T. Capen who had previously been associated with Miss Burnham. Since her death in 1919 her nieces, Miss Bessie F. Gill and Miss Louise Capen, who for many years have been associated in the management of the school, continue it with as little change as possible. The alumnæ of the school are loyal and return to their reunions with enthusiasm.

The MacDuffie School, Springfield, was established by Dr. and Mrs. MacDuffie, its present principals, in 1890. It continues the traditions, in a way, of the school long conducted by Mrs. MacDuffie's father at Greenfield. The strength of the school lies in the combination of Mrs. MacDuffie's love of teaching and Dr. MacDuffie's discernment in administration. The school has justly won a reputation for the soundness of its academic work, as a result of which it is frequently recommended by the authorities of Smith College, for which it especially prepares. There is a relatively small resident department, in the friendly atmosphere of a large home, and a larger day school. Instruction in swimming, horseback riding and current events are features. There are excellent opportunities in secretarial work and music. Domestic science is taught in a special School of Housecraft. **See page 735.**

Crestalban, Berkshire, is a small elementary country school for little girls conducted by Miss Margery Whiting and Miss Anne H. Whiting, A.B., Vassar. A great part of the time is spent out of doors.

Miss Hall's School is pleasantly located on the outskirts of the city of Pittsfield. Established in 1898, the school has grown from modest beginnings through Miss Hall's adminis-

trative genius, until it has won national reputation and patronage. The school centers about her personality and embodies her educational and social ideals. Miss Hall has been successful in impressing her ideals of American womanhood upon the girls who come under her influence. A discriminating standard of admission has always been maintained, and the endorsement of friends or patrons is required before a girl will be considered as a candidate.

RHODE ISLAND

Lincoln School for Girls, established in 1884 and incorporated in 1912, is a resident and day school on the outskirts of Providence, combining the advantages of the city and the country. In addition to the lower school there is a college preparatory course and a general course with a large number of electives. In 1920 Miss Miriam Sewall Converse, A.B., Vassar, for eight years assistant principal of Ferry Hall, was elected principal by the trustees. **See page 737.**

The Mary C. Wheeler Town and Country School, Providence, was named for its founder, by whom it was established in 1889. It is a boarding school with a large graded day school for local patrons. The college preparatory course is maintained at high efficiency. For girls not going to college, courses in music, art, domestic science, horticulture and secretarial courses are especially emphasized. The country annex is reached in the school motor omnibus in fifteen minutes. Here on Columbine Hill live a group of ten younger girls, who, under the care of a teacher and her assistant, have the advantages of country life. The farm and week end house offer to all the girls opportunities for gardening, greenhouse work, tennis and other sports and week end parties. Miss Mary Helena Dey, long associate principal, became head of the school on Miss Wheeler's death in 1919. Miss Dey is thoroughly progressive in her educational ideals. **See page 736.**

CONNECTICUT

Miss Porter's School, Farmington, near Hartford, began in a small way in 1843, centering around the personality of Miss Sarah Porter, a sister of President Porter of Yale. This remarkable woman gave her whole life to the school up to the time of her death in 1900 at the age of eighty-seven. Her fame as a teacher as it became more widely appreciated drew to her increasing numbers from which she selected the best material. "Her impress upon her long line of pupils was the result of her own unusual character. She gave to hundreds of the best born women of the land that poise and stability of character, that combination of learning and good manners, which is a mark of

the noblest American womanhood." In its long history Miss Porter's School has probably exerted a greater influence on American womanhood than any other educational institution, except perhaps Mt. Holyoke under Miss Lyon. On Miss Porter's death her nephew, Robert Porter Keep, became trustee of the school, and after his death it continued under the able administration of Mrs. Keep, who had herself been a pupil of Miss Porter. Mrs. Keep died in the spring of 1917. Her son Robert Porter Keep, who had for many years been an instructor at Andover, with his wife now continues the school.

The Oxford School, 510 Farmington Ave., is a day school established in 1908 for the well to do residents of Hartford. Miss Mary E. Martin, the principal, holds to conservative views of education for girls. There are about one hundred and fifty day pupils in the primary, lower and upper schools. A small number of boarding pupils are accommodated. Supervised study and play in the afternoon are provided.

The Ethel Walker School, Simsbury, established in 1911 at Lakewood, N.J., outgrew its quarters and with the cooperation of the alumnæ and friends of the school moved to Simsbury in 1917, where it occupies the four hundred acre Stuart Dodge estate, two miles from the village. Miss Walker, A.B., Bryn Mawr, '94, A.M., '04, is an experienced teacher and previous to the establishment of her school she taught history at the Baldwin School, Miss Irwin's, Miss Wright's and the Brearley. The five year course of study preparatory to college provides rather a broader course than is actually required. Half the girls are fifteen years of age and the range is from thirteen to eighteen. A system of self-government, an unusual degree of cooperation with the home and thorough investigation of each girl before admission contribute to the success of the school. Much is made of outdoor life and riding is an especial feature.

"Wykeham Rise," Washington, was established in 1902 by Miss Fanny E. Davies, an Englishwoman, who received her degree at St. Andrew's. The school has been successful, enlisting a widespread and exclusive patronage. There are about fifty resident pupils and college preparation is accented chiefly for Bryn Mawr, though many other colleges are represented among its alumnæ.

St. Margaret's School, Waterbury, established in 1875, is an Episcopal boarding and day school under a board of trustees of which the Bishop of Connecticut is the president. In 1900 Miss Mary Robbins Hillard, who had for eighteen years been the principal, seceded with a good part of the staff and pupils to open her own school. Miss Emily Gardner Munro, A.M., Brown, who succeeded to the principalship, when the school's fortunes were thus at low ebb, has been successful in building

up the school both in numbers and prestige. There is a large day school with resident accommodation for about sixty pupils. About one third of the graduates enter college. Miss Munro has made intimate friends of the girls and makes the school in every way a home center. The five hundred alumnæ are organized into an active and loyal association.

Westover, Middlebury, is a country boarding school established and incorporated in 1909 by Miss Mary Robbins Hillard, with the assistance of wealthy friends, who, because of their confidence in her as a teacher, became stockholders. Miss Hillard was for six years a teacher at Miss Porter's School, Farmington, and from 1891 for eighteen years principal of St. Margaret's School, in the adjoining town where she had earlier been a student. She built up St. Margaret's and on the establishment of Westover many of the students went with her. Miss Hillard has a passion for imparting spiritual truths individually to her girls in private and has almost canny genius in understanding what girls are thinking about and winning their confidence. She has been successful in creating a unified school spirit. The school offers a well rounded training for social requirements, but relatively few prepare for college. A real effort is made to develop appreciation for good music and literature, which is fostered by frequent concerts and lectures. The girls are encouraged to write and present plays and to enter into social welfare work. Unconsciously on Miss Hillard's part, the school has gained a reputation for exclusiveness and most of the girls naturally come from families of wealth.

Williams Memorial Institute, New London, is an endowed secondary day school for girls founded by Mrs. Harriet Peck Williams and first opened in 1891 under a board of trustees. There is a local patronage of over two hundred and seventy day pupils and a faculty of college women. The tuition is nominal. Colin S. Buell, A.B., A.M., Yale, has been the principal since the school was established.

The Gateway, St. Ronan Terrace, New Haven, is a boarding and day school which since 1912 has been maintained by Miss Alice E. Reynolds, formerly a teacher in Miss Porter's School at Farmington, who has administrative and executive ability. The work from elementary grades to college is conducted in groups of twelve. The school affords excellent opportunities for the study of music and art and common sense home training in the domestic arts. The work of the school is thorough and the atmosphere is homelike. There is an advanced course for high school graduates.

Mrs. Day's School, 224 Edwards St., New Haven, is a day school, providing instruction from primary to college entrance. It is conducted by Mrs. Clive Day, A.M., Smith.

Hillside, Norwalk, is a day and boarding school established in 1883 by Mrs. Elizabeth Hyde Mead. The school today, however, is the result of the capable and able teaching of Miss Margaret Brendlinger, A.B., Vassar '05, the principal since 1908, who had previously been an instructor in this and other schools, and of Miss Vida Hunt Francis, Smith, since 1910 associate principal and joint owner. The school is pre-eminently one for college preparation and has been especially successful with pupils needing special training in methods of study. The colleges have frequently sent girls to the school for special coaching. The general course is also maintained at a high level. The school offers a new complete course in household science, giving the girls in this course practical training in a separate house, The Lodge. The close personal contact between faculty and pupils and the simplicity and sincerity of the life make the school excellent. **See page 738.**

The Low and Heywood School, Stamford, was first established in 1865, by Mrs. C. E. Richardson, an Englishwoman of wide educational experience and was modeled after the best of the English private schools for girls. In 1885 the school came under the management of the present principal, Miss Edith Heywood, who has continued, so far as practicable, the policies and ideals of the founder. Girls here receive careful training and school work is regarded seriously. With the lower school the course of study covers nine years. The school in 1911 moved to Shippan Point, Stamford, on the Sound, where there is room for more outdoor life. The resident pupils come from leading families throughout the country, while the day department is well supported by the families of Stamford. Miss Mary R. Roper is head of the academic department.

Glen Eden, Stamford, occupies a large estate and receives students from all parts of the country. It was established in 1910 at Poughkeepsie, N.Y., by Dr. and Mrs. Frederic Martin Townsend and removed to Stamford in 1919. Dr. Townsend was for a time director of the National Park Seminary, Washington. It is a finishing school offering a wide range of electives with special facilities in music, art, domestic science, expression and dramatic culture. **See page 740.**

Paxton School, 32 Forest St., Stamford, is a day school which since 1914 has been conducted by Miss Mary Lou Paxton, principal, and Miss M. M. Farrand, assistant principal. It is developing a complete academic course.

Southfield Point Hall, Stamford, was opened in 1919 by Mrs. Langdon Caskin, formerly of the Flagler School in Florida and now of Devon Manor. In 1920 Miss Jessie Callam Gray, B.A., and Miss Bernice Townsend Porter succeeded to the management.

Rosemary Hall, Greenwich, is a college preparatory school of high standards making a specialty of preparation for Bryn Mawr. Founded by Miss Caroline Ruutz-Rees in 1890, it was for its first ten years at Wallingford. Dr. Ruutz-Rees, of English birth and education, has degrees from both St. Andrew's and Columbia. Since 1883 she has lived in this country, of which she is a naturalized citizen. Dr. Mary E. Lowndes, graduate of Girton College, England, and Litt.D., University of Dublin, has been associated with the school since 1909, becoming joint head mistress two years later. Several of the teachers are English and the school conforms in many ways to English ideals. Miss Margaret Augur, A.B., Barnard, an old "Rosemarian," became associate head in 1919. The intellectual and physical life of the school is robust and not for weaklings. Girls receiving the school diploma must pass Bryn Mawr or Barnard entrance examinations. "Stress is laid upon games and sports no less than upon energy in work." Self-government operates through a representative committee chosen monthly by vote. For girls under fifteen a separate cottage under special supervision is provided. The patronage is from New York and all over the country. **See page 739.**

The Ely School, Ely Court, Greenwich, formerly in New York City, was founded by Miss Sara Ely, Miss Elizabeth Ely and Miss Mary Boies Ely. The strength of the school has been due to the differing personalities of these sisters, each of whom exerts a strong influence in her own department. The relation between them and their pupils is intimate. When Miss Sara Ely was married to Mr. Parsons, the school was removed to its unusually attractive new site and new buildings and Mr. Arthur H. Ely, A.B., Yale, joined its staff. After the death of her husband Mrs. Parsons returned to her old place in the school and Miss Mary B. Ely became head of the Ely Junior School, for girls under fifteen. The standard of admission is discriminating and the patronage includes prominent families in every section of the country. During recent years many girls from New York and vicinity and from the South have been among the students. The school has been widely known for many years as offering superior intellectual advantages, good care and excellent social training. **See page 738.**

Greenwich Academy, 116 Maple Ave., Greenwich, was founded in 1827 and until 1913 was coeducational. It is now a day school for girls providing a complete course from kindergarten to college. In 1920 changes were made in the Board of Trustees and Miss Alice Adelaide Knox, A.B., Smith, A.M., Columbia, was engaged as principal. Miss Knox for nine years previously had successfully conducted her own school in Utica, before which she had been an assistant at Smith and Barnard

and executive in private schools. Her special interest has been in vivifying elementary work but she is also a capable executive.

Miss Howe and Miss Marot's School, Thompson, in northwestern Connecticut, was established in 1905, in Dayton, O., but has occupied its present home since 1913. Both the founders had been instructors in Miss Porter's School at Farmington. Miss Marot has long been the sole head of the school over which she presides with rare tact and graciousness. It is a country boarding school, offering college preparation and courses especially arranged for girls who do not intend to go to college. The life is much like that of a private country house. There is much outdoor life. A Summer Tutoring School for college or other examinations is conducted through August and one week in September. **See page 733.**

MIDDLE STATES AND MARYLAND

NEW YORK

NEW YORK CITY

The Gardner School, 11 E. 51st St., is a boarding school for girls over fourteen with a day department accepting girls of all ages. Established in 1857 by the Rev. C. H. Gardner, since 1910 it has been the school of Miss Louise Eltinge, Teachers College '05, and Miss M. Elizabeth Masland, Bryn Mawr '01. Its attractive new building has been occupied since 1916. The resident pupils come from upper class families of all sections of the country. A high standard of scholarship is maintained in a happy, modern home life. The academic course is supplemented by work in art, music, expression, domestic science, secretarial studies and a course in citizenship which has stimulated great interest. Provision is made for all kinds of outdoor exercises. **See page 741.**

Miss Wickham's Home School for Girls, 338 Lexington Ave., has since 1893 been conducted by Miss Louise F. Wickham in the old Wickham homestead, affording an intimate home life and chaperonage for a limited number of girls who wish the advantages of residence in New York and opportunity for special study along varied lines. Miss Wickham has introduced in connection with her school a course of practical housewifery and cookery.

Miss Chapin's School, 32 E. 57th St., is a large and successful day school, which since 1900 has been conducted by Miss Maria Bowen Chapin, with whom is now associated Miss Mary Cecelia Fairfax. The school has always held to high ideals and has attained a reputation through the character of its work. It has won a clientele among the best families of the city, and has now a position of the highest social

prestige. There is a primary department and the upper school provides general and college preparatory courses. Afternoon play and work are provided.

The Spence School for Girls, 30 W. 55th St., has enjoyed high social prestige since its establishment in 1892. Miss Clara B. Spence graduated from Boston University in 1879 and afterwards studied in London. Miss Spence is an educator of strong and gracious personality and, with the implicit confidence of her patrons, has been able to live uncompromisingly up to her ideals. A high standard of scholarship is maintained in intermediate, college preparatory and finishing courses. There are over three hundred girls in attendance, largely day pupils from the exclusive families of New York City. Admission to the school is so eagerly sought that there is a waiting list. The resident pupils come from prominent families of all sections, who appreciate the social and academic advantages of the associations the school offers. The alumnæ are loyal and universally proud of their school. **See page 742.**

The Brearley School, 60 E. 61st St., was established in 1883 by Samuel Brearley, a Harvard man who had studied in England, for the purpose of providing a more substantial school for girls and more thorough preparation for college than the schools of the time offered. At his death in 1886 the school was continued by its patrons and has since 1912 been administered by a board of trustees, the members of which are men and women prominent in New York educational and financial circles. It is exclusively a day school, perhaps foremost among the college preparatory schools of New York, both in thoroughness and in the number of girls prepared for college. From 1887 until his death in 1915 James G. Croswell, Harvard '73, was head master. An educator of the first rank, he maintained the highest educational standards. The school has been continued under the successive leadership of Henry Dwight Sedgwick, Carl Van Doren and Miss Sarah M. Dean. George Norton Northrop was appointed head master in 1920.

Miss Fawcett's School for Girls, 127 E. 61st St., is a finishing and college preparatory school with facilities for day and boarding pupils. Miss Fawcett studied at the University of Lausanne, the Sorbonne and Oxford University.

Mrs. Randall-MacIver's School, 122 E. 71st St., is for all ages. Until her marriage it was conducted as Miss Davidge's Classes. College preparation is undertaken, but the special feature of the school is the informal classes in history, literature, art and current events. Weekly visits are made to the Metropolitan Museum for the study of art. Mrs. Randall-MacIver's personality with her rare gift of expressing

the rich fruitage of her unusual mind have brought her a well established and desirable clientele.

The Comstock School, Miss Foster's School for Girls, 52 E. 72d St., was established in 1862 by Miss M. Louise Comstock. After her retirement in 1885 it was continued by Miss Lydia Dwight Day until she was succeeded in 1915 by Miss Mabel L. Foster who has long been associated with the school. On its fiftieth anniversary the school moved to its present attractive new home. It is a day school with a boarding department for a limited number.

The Deverell School for Girls, 57 E. 74th St., was up to the outbreak of the war maintained in Paris by Miss Frances E. Deverell, who has had both broad training as a pianist and experience as a teacher. Instruction is exclusively in French. Both boarding and day pupils are accepted.

The Finch School, 61 E. 77th St., is a boarding and day school established in 1900 by Mrs. John O'Hara Cosgrave, A.B., Barnard '03, LL.B., New York University '08. Under Mrs. Cosgrave's sincere and forceful personality the school has been eminently successful and draws its clientele from well to do families in all parts of the country. Intended primarily for older girls who had completed the more disciplinary work of their earlier school years and were ready for the advantages, musical, artistic and dramatic, of a large city, it has since enlarged its scope. A thorough college preparatory course is given by college trained women, and there are courses in secretarial training, household arts, pottery, bookbinding and interior decorating. **See page 741.**

The Lenox School, 52–54 E. 78th St., was established in 1916 by Mrs. John O'Hara Cosgrave to meet the need for a primary and college preparatory school in the rapidly growing upper East Side section. It puts special emphasis upon solid educational foundations in the lower grades and upon preparation for the various girls' colleges. There are one hundred pupils graded from kindergarten to the last years of college preparation.

Miss Hopkins' School for Girls, 66 E. 80th St., is a small school of high ideals maintained by Miss Emma B. Hopkins, B.S., Columbia, which appeals to a select clientele. There is a residence known as "The French House" at 1014 Madison Ave., for girls over fourteen. Through the cooperation of the Commonwealth School and the David Mannes School, satisfactory programs in music and domestic science can be arranged.

The French School for Girls, Miss McClellan and Miss Williams' School, 17 E. 86th St., was opened in 1914 to give an opportunity to study French without going abroad. Miss Louise McClellan has had a broad experience in teaching at

Farmington and other girls' schools. Both she and Miss Margaret F. J. Williams were for a time at Miss Head's School, California, and later at Briarcliff Manor. The resident French directress, Mlle. Jeanne Chéron, Licenciée ès lettres Université de Paris 1918, Diplomé Sorbonne 1913, and a corps of French teachers give the girls fluent French, with the addition of practical courses which make graduates of the school able to use their French immediately.

The Brownson School, 24 E. 91st St., is a home and day school for Catholic girls conducted by Mrs. Atwood Violett. French is the language of the household.

L'Ecole Francaise, 12–14 E. 95th St., is a French boarding and day school for twenty girls, conducted by Madame J. A. Rieffel, a graduate of the University of France, who from 1910 to 1915 conducted a school for American girls in Rome. All courses are conducted exclusively in French.

Ursuline Academy, 1032 Grand Concourse Ave., cor. 165th St., is a small boarding and day school offering instruction through the elementary and high school grades.

Miss Chandor's School, 137 E. 62d St., established in 1917, is a large and successful college preparatory day school. Miss Valentine L. Chandor was for some years vice-principal of the Charlton School and is now secretary of the Headmistresses' Association.

The Scudder School for Girls, 244 W. 72d St., became so known in 1912, an older school established in 1895 having been taken over by Myron T. Scudder the previous year. Mr. Scudder brought to the school a varied educational experience, having been successively a teacher, a Regents' Inspector, a State Normal School principal and professor of education at Rutgers. Mr. Scudder is a man of great energy and very progressive ideas who is offering the kind of education for which there is need and demand. The school now occupies seven commodious buildings in one of the finest residential sections of the city and has come to be known as an efficiency center. It has many departments and offers the greatest variety of courses. The residences for boarding pupils are under the charge of Mrs. Scudder.

The Veltin School, 160 W. 74th St., for day pupils only, was established in 1886 by Mlle. Louise Veltin, who has with her as associate principal Mrs. Charles Sprague-Smith. It has a high academic standing and an established reputation for thoroughness in college preparation, having sent girls to Vassar, Bryn Mawr and Barnard in about equal numbers. The course of study is well balanced and teaching of French and art in this school is especially noteworthy.

The Rayson School for Girls, 164–168 W. 75th St., was

established in 1895 by three Englishwomen, the Rayson sisters. In 1914 they returned to England and the school was taken over by Miss Clara I. Colburne, A.B., University of Vermont, who had been for eighteen years principal of Rowland Hall, an Episcopal church school for girls in Salt Lake City and by Miss Martha K. Humphrey, A.M., Smith, who had been her associate. It is a day school, but the principals receive in their home fifteen resident girls. It offers the usual general courses including post graduate work and college preparation. About one half of each graduating class enter the leading colleges for women.

The Jacobi School, 158 and 160 W. 80th St., is a day school established in 1896 by Miss Laura Jacobi, who in 1916 was succeeded by Miss Mary E. Calhoun, A.M., formerly of the Horace Mann School. It successfully trains girls from kindergarten through all the grades to college. The patronage is largely from Jewish families.

The Semple School, 241 Central Park West, has been maintained as a day and boarding school since 1898 by Mrs. T. Darrington Semple. It is a well known and high class finishing school, having a fashionable patronage largely from out of town, its girls coming from both South and West.

The Benjamin School for Girls, Riverside Drive near 86th St., a home and day school, was established by Mrs. Maurice C. Benjamin, A.B., A.M., Syracuse, in 1905. The school is patronized by girls from the leading Jewish families of the United States. A specialty is made of preparation for college. The school maintains a high academic standing and offers excellent advantages in music.

Alcuin Preparatory School, 11½-15 W. 86th St., established in 1905, is a day school with a competent faculty of twenty, offering courses from kindergarten through college preparatory. It prepares either for college or for vocational schools. Small classes, simplicity of life, indirect moral teaching, interpretative dancing and art as a means of self-expression are among the features emphasized. The principals are Miss Blanche Hirsch, B.S., and Miss Grace H. Kupfer, M.A.

Institut Tisné, 310 W. 88th St., founded in 1893 by the present principal, Madame Henriette Tisné, a graduate of the University of France, is a day school offering courses from kindergarten through college preparatory.

Hamilton Institute for Girls, 326 W. 90th St., of which Mrs. N. Archibald Shaw, a teacher of thirty years' experience, is the principal, was established in 1903 as a result of the success of the Hamilton Institute for Boys established by her husband ten years previously. It occupies an adjoining building. Girls have been successfully prepared for the leading colleges.

Mrs. Boswell's Residence, 344 W. 84th St., New York City, has been maintained since 1917 by Mrs. Henry Harrison Boswell for girl students pursuing special subjects under private teachers or in New York City schools. There are resident teachers for piano and French and chaperonage is arranged in accordance with the parents' desires. The house accommodates thirty girls, most of whom are graduates of private schools and doing advanced work.

New York Collegiate Institute, Miss Mary Schoonmaker's School for Girls, 345 West End Ave., has since 1888 provided courses from kindergarten through college preparatory and finishing work. The teachers are mostly college graduates and five have been with the school for over sixteen years.

St. Agatha, 553–559 West End Ave., was established as a separate church school for girls in 1898 by the corporation which has existed since 1827 under the name of New York Protestant Episcopal Public School and which administers Trinity School. St. Agatha is a day school. Miss Emma G. Sebring, A.B., Smith, A.M., Columbia, for three years a member of the faculty of Teachers College, who organized the school in 1898, has since been the principal and maintains a high standard of excellence.

De Lancey School for Girls, West End Ave. and 98th St., was established by Miss Amelia De Lancey, its present principal, in 1876, and has been in its present location for the last ten years. Miss Mary McNear Wolt is the associate principal. The school has been long under one management and as one might expect is conservative in spirit, retaining the best of the earlier methods and adopting the valuable and practical in the modern. Young girls here receive sympathetic and motherly attention. The departments range from kindergarten and primary grades to college preparation. There are also classes in which boys are prepared for the grammar departments of all boys' schools.

Riverside School, 879 West End Ave., is a day school offering instruction from kindergarten through the high school grades. Little boys are accepted in the first four years. Established in 1907, it was the result of merging two separate schools conducted by Mrs. Marion Freeman and Mrs. Pauline W. Sharpe. The latter is now the principal.

French Home School for Girls, 320 W. 107th St., conducted by Miss Helen C. Macintyre and Mlle. J. Talguen, offers courses in French and special studies for girls desirous of the advantages of New York City.

The Horace Mann School, Broadway and 120th St., under the control and management of Teachers College, Columbia

University, comprises a six year high school for girls and an elementary school and kindergarten for both boys and girls. It was established in 1887 as a coeducational school in connection with the work of Teachers College. In 1914 the older boys were withdrawn to form a Horace Mann School for Boys which is now located at Fieldston. The school as at present constituted has about nine hundred pupils, two hundred and fifty of whom are boys under the age of twelve. The Horace Mann School offers a broad education along modern lines and has a large staff of experienced teachers. About sixty per cent of the girls prepare for college. Henry Carr Pearson is the principal. **See page 764.**

The Barnard School for Girls, 421 and 423 W. 148th St., is one of the group of four schools established by William L. Hazen and Theo. E. Lyon in 1896. It is a large local day school at a low price, having an attendance of one hundred and fifty girls and about forty little boys in the elementary department. Miss Katharine H. Davis is the principal. Physical education is emphasized.

Scoville School, 2042 Fifth Ave., originated as early as 1882 under Miss North, who was succeeded by Miss Edith Gregory. From 1897 Mrs. Helen M. Scoville conducted the school. In 1920 the ownership and management were taken over by Miss Rosa B. Chisman, Cornell, who had long been associated with the school and was in charge of the day school for boys and girls under fourteen, known as Hamilton Grange School. It is a boarding and day school offering academic and college preparatory courses and music.

The Brooklyn Heights Seminary, 18 Pierrepont St., is a day school for girls and small boys which provides instruction from Montessori through the high school grades. Established in 1851 by Alonzo Gray, the school was incorporated by its patrons in 1903, and Miss Ellen Y. Stevens, Ph.B., Univ. of Chicago '00, for ten years in the Horace Mann School, was the principal until 1919, when she was succeeded by Miss Florence Greer, A.B., Vassar, A.M., Columbia. The Montessori and primary classes recite in the open air.

The Packer Collegiate Institute, 170 Joralemon St., on Brooklyn Heights, offers elementary and secondary instruction as well as a two year college course. The academic department enrolls over four hundred day scholars; elementary department over two hundred; and the collegiate over one hundred. In its long history the school has played an important part in the education of Brooklyn families. It opened in 1854 and was named in honor of H. L. Packer, whose widow gave money for the new building, but it occupies the site of the Brooklyn Female Academy organized by public spirited citizens in 1845.

It is administered by a board of trustees. On the retirement of Edward J. Goodwin in 1918, John H. Denbigh, A.M., Oxford, became principal.

The Berkeley Institute, 181–191 Lincoln Place, Brooklyn, a day school incorporated in 1886, provides elementary and secondary instruction and a year of advanced study for students not entering college. Miss Ina Clayton Atwood, A.B., Mount Holyoke, A.M., Radcliffe, became principal in 1917.

Cathedral School of St. Mary, Garden City, is an Episcopal School, maintained by the Chapter of the Cathedral of the Incarnation. It was opened by the Bishop of the diocese in 1877, and the present main building was erected in 1892 as the gift of Mrs. A. T. Stewart. It is both a boarding and day school, with religious instruction in all grades. Miss Miriam A. Bytel, A.B., Radcliffe '95, has been the principal since 1910. Under her administration high scholastic standards have been maintained, and a large proportion of the girls prepare for college. The primary and intermediate departments cover the work of the grammar grades and the school also offers general and advanced courses for those who do not wish to go to college. **See page 740.**

Hewlett School for Girls, Hewlett, on the south shore of Long Island, is a small country day and home boarding school opened in 1915. Miss Eugenia G. Coope is the principal.

Academy of St. Joseph, Brentwood, Long Island, was founded in 1860 at Flushing, and transferred to its present site in 1903. It is a large boarding school for young ladies and little girls.

Dongan Hall, Dongan Hills, Staten Island, is a boarding and country day school opened in 1919. It offers college preparatory and general courses with facilities in art, music, manual training and outdoor life. Miss Ada S. Blake, A.B., Radcliffe, the principal, has had a broad experience as a teacher at Albany Academy, and more recently as principal of the Louisville Collegiate School.

The Manor School, at Larchmont Manor, is a day school with a small boarding department, established in 1898. The course covers twelve years of school life. Boys are admitted to the primary department of the day school. Miss Mary E. Hull has been the head since its establishment.

Oaksmere, Mrs. Merrill's School for Girls, was opened in 1906 at New Rochelle and in 1914 moved to its new site at Mamaroneck where it occupies a former residential estate on the shore of the Sound. For some years it has maintained the reputation of being the highest priced school and is patronized by those who spend freely. Mrs. Winifred E. Merrill, A.B., Wellesley, Ph.D., Columbia, is a woman of personal charm and

an unusually capable business executive. Miss Isabella Starr, A.B., Vassar, is dean of the school and is assisted by an excellent staff of teachers.

The Halstead School, a day school of local patronage maintained by an association of citizens of Yonkers, includes a senior school for forty girls and a junior school for over one hundred little girls and boys. It was established as early as 1874 and was incorporated in 1896. The principal is Miss Mary S. Jenkins.

Brantwood Hall occupies an attractive site in Lawrence Park, Bronxville. It was established by Miss Mary Talulah Maine, A.B., Wellesley, in 1905, who in admiration of Ruskin named the school for his old home. It is a boarding and day school.

Noble School, White Plains, is a boarding school for girls from six to fourteen years, offering instruction in the primary and intermediate grades. There are special instructors for dancing, music, interpretative dancing, voice culture and expression. Mrs. Kathleen Noble Jerome is manager.

Academy Mount Saint Vincent, on the Hudson in the suburbs of New York City, is a convent boarding school maintained since 1847 by the Sisters of Charity. Miss Frances E. Marra is the principal. There are elementary and high school departments.

The Misses Masters School, commonly referred to as "Dobbs Ferry," is a boarding school founded in 1877 and since maintained by Miss Masters and Miss Sarah W. Masters. It is a school of the highest social prestige which zealously maintains an exclusive atmosphere, so that admission is eagerly sought. Nearly two hundred girls, however, are annually admitted, one hundred and eighty of whom are in the boarding department, housed in separate cottages. While not primarily a preparatory school a high standard of scholarship is maintained and great stress is laid on religious training. The discipline of the school is strict, though the honor system is emphasized.

Highland Manor, Brookside Park, Tarrytown-on-Hudson, is a country boarding and day school, established in 1920 by Eugene H. Lehman, A.B., Yale '02, A.M., '08. It occupies the plant formerly used by The Knox School. It is the direct successor to the school begun by Dr. Sachs, now of Teachers College. Mr. Lehman had been connected with this school since 1916. The school has always maintained a high scholastic standing and has successfully prepared its graduates for all the leading colleges. The school is non-sectarian, but patronage has been principally from Jewish families.

Miss Mason's School, popularly known as "The Castle," has been conducted by Miss C. E. Mason since 1895 in a castellated mansion overlooking the Hudson at Tarrytown. Miss Mason

was born and educated in the South and has had a long and varied educational experience. "The Castle" is a typical finishing school attended by pupils ranging in age from seven to twenty-five who come from all over the country. A great variety of academic, special and vocational courses are offered both in the winter and summer school, with especial attractions in music, art and expression. That the school has met a real need is evident from its continued growth.

Marymount, Tarrytown, is a select school of seventy-five girls conducted by the "Religious of the Sacred Heart of Mary," but admits non-Catholics and a few day pupils. Both grammar school and academic courses are given.

The Briarcliff School for Girls, Briarcliff Manor, formerly known as Mrs. Dow's School, is exclusively a boarding school, with a post graduate department for special students over eighteen years of age. College preparation is adequately provided for; but the emphasis of the school is laid upon French, music, art, history, English and athletics, with practical courses in domestic science and household arts and secretarial work. The school was established in 1902 by Mrs. Dow in association with Miss Mary Alice Knox and came under Mrs. Dow's exclusive control in 1904, when a new fireproof building was erected in spacious grounds, designed to meet every physical and academic requirement. Mrs. Dow's management has insured a happy school life for her girls with many social advantages, attracting pupils from all parts of the country. In 1917 Mrs. Marshall's School for little girls was absorbed and developed into a department for juniors up to fifteen years of age, their life being kept entirely separate from that of the Upper School, under regulations suited to the needs of growing children. On the retirement of Mrs. Dow in 1920, Mrs. Edith Cooper Hartman, B.S., Wellesley, who for many years conducted a successful school in New York and Europe, and who was associate principal at "Briarcliff" since 1918, assumed full charge. She has thoroughly reorganized the school, adding many new features to the school life and work to meet the demands of modern conditions. See page 743.

The Ossining School, a boarding and day school for girls, offers instruction in all grades, including college preparation, music, art and vocational courses. The school was established in 1876 by Sarah Van Vleck (Mrs. Wilson Phraner), and for a number of years Miss Clara C. Fuller and Miss Martha J. Naramore have been the principals. The girls come from homes of refinement from widely distributed sections of the United States. A loyal alumnæ association meets twice annually. Hill Top, the lower school for younger girls, is conducted in a separate house.

The Mount Kisco School for Girls, on the former Carpenter Estate, Croton Ave., Mount Kisco, was opened in 1920 by E. S. Buchanan, M.A., B.S., an English author and editor with twenty years of teaching experience in English speaking countries. With him is associated Mrs. Buchanan, a trained pianist and teacher of music, who has studied under some of the foremost musicians. It is a small boarding and day school for girls covering all grades.

Drew Seminary, The Carmel School for Girls on Lake Gleneida, Carmel, provides thorough educational training at moderate cost. It was founded in 1840 as the Raymond Collegiate Institute under the auspices of the Methodist Episcopal church and was for twenty-six years under the direction of Prof. George Crosby Smith. Clarence Paul McClelland, A.B., Wesleyan, B.D., Union Theological Seminary, became president in 1917. The present plant dates from 1905. The life is that of a Christian home, free from sectarian bias. The curriculum is unusually comprehensive and about half the girls enter college. The junior school has recently been established. **See page 745.**

St. Mary's School, Peekskill, established in 1870, is a High Church Episcopalian school under the care of Sisters of St. Mary. The Mother Superior is a Wellesley graduate. The boarding pupils enjoy a happy home life.

Ladycliff Academy, Highland Falls, is a Catholic institution for girls from kindergarten to academic grades, but little boys are accepted in the lower grades.

Putnam Hall, Poughkeepsie, is a preparatory school for Vassar, the proximity of which enables it to keep in close touch with the college. The school is under a board of directors and Miss Ellen Clizbe Bartlett, A.B., Elmira, has been the principal since 1905 and connected with the school since 1901. It has a strong faculty almost exclusively of graduates of the leading women's colleges.

The Bennett School of Liberal and Applied Arts has long been familiarly known as "Millbrook" from its location in Dutchess County. It has developed into one of the foremost institutions in the country for the education of young women. It is a large and successful boarding school with an enviable patronage and deservedly popular because of the wholesome ideals of girl life that there prevail. The curriculum offers sound academic courses, as well as specialized work in the arts and in vocational training, but it is the inspirational spirit of the school that vitalizes it. Education, from Miss Bennett's standpoint, concerns itself not only with providing balanced courses of study under teachers who are masters of their subjects, but also with discovering creative power in

each pupil. Candidates must have completed the work of a secondary school, but there is a preparatory school with a four year course. There are departments of academic studies, dramatic art, fine arts, secretarial studies and physical education. The strong faculty, in addition to teachers of established repute, includes artists of international standing. Miss May F. Bennett, the principal, is a woman of sensitive and penetrating personality and of real spiritual power. The school is the result of a rich educational experience and the actuating ideal is social service. The spirit is democratic and the life well balanced. **See page 744.**

St. Agnes School, Albany, is both a day and boarding Episcopal church school, founded in 1870 by the Bishop of the diocese, the Rt. Rev. William Croswell Doane. The school today is under a board of trustees and board of managers of prominent church people. Miss Ellen W. Boyd, the principal since 1903, is still principal emerita, and Miss Matilda Gray succeeded Miss Seabury as head of the school in 1912. It is a school of high standards maintained at moderate cost. The girls come from leading Episcopal families of the state.

Albany Academy for Girls was founded in 1814 as the Albany Female Academy. In its century of existence the school has several times outgrown its quarters and been forced to move. It has occupied its present site since 1893. It is a day school with accommodation for a limited number of boarding pupils. A high standard of scholarship is maintained in college preparatory work. Miss Esther Louise Camp is the principal.

Emma Willard School, Troy, has recently passed the century mark, having been opened in 1814 by the co-pioneer with Mary Lyon in woman's education, at Middlebury, Vt. In 1819 an offer of financial assistance drew the school to New York and in 1821 on invitation to Troy, where it became known as The Troy Female Seminary. In the next fifty years of its existence more than fifteen thousand young women were enrolled, many of them becoming school mistresses and directors who carried the influence of the school far and wide. In 1892 the school was reorganized under its present name. The gift of $1,000,000 of Mrs. Russell Sage made possible a new and architecturally beautiful home for the school to which it moved in 1913. The school course is of four years and girls who are preparing for college are more cordially received than others. The students come from all parts of the country. Miss Eliza Kellas, Ph.B., the principal, is at the head of a faculty of forty.

St. Faith's School, Saratoga Springs, is a church school founded by Miss Eleanor Shackelford in 1890, who from that date until 1909 shared the management with Miss Beatrice Sands. In 1912 Miss Shackelford became principal emerita,

since which time the Rev. H. C. Plum, A.B., Harvard, has been rector and principal. The school was established to provide for the girl of small means and the endowment makes it possible to keep the charge for board and tuition very low. Emphasis is placed upon intelligent work and thorough scholarship. The life is simple and sincere. About one fourth of the entire number enrolled prepare for college. See page 745.

Bremestead, Bolton Landing on Lake George, is a home school, which since 1915 has been conducted by Miss Clara C. Dulon with whom are now associated Mrs. J. Foster Stackhouse and Miss Julie Dulon. Features are made of individual instruction, democratic government and training in self-reliance and cooperation. The pupils are given assignments by the head prefect, under the direction of the health supervisor, for the value of the training involved in the caring of rooms and the serving of meals. Health and outdoor life are considered of importance and carefully supervised. There is an elementary department for young girls. See page 746.

D'Youville Academy, on Lake Champlain, Plattsburg, is a convent boarding school for girls, offering a twelve year course at an astonishingly low price.

Montemare School, Lake Placid, spends the winter months after Christmas at Miami, Florida. It was begun in 1920 by Miss Anna A. Ryan, A.B., Smith, formerly head of the Villa Dupont School, Paris, and for four years associate head mistress of Rosemary Hall. Girls are accepted for a five year course and each is required to take one occupational course, home economics, mechanics, gardening or business. French is taught in all classes.

Ursuline Academy, Middletown, Orange Co., was established in 1886. It is a boarding school, offering a twelve year and special courses.

The Lady Jane Grey School was founded on the outskirts of Binghamton in 1883 by the late Mrs. Jane Grey Hyde. It is a boarding school accommodating about sixty pupils. Special attention is given to preparation for college. Nine tenths of the graduates go to college. Miss Ella Virginia Jones, A.B., is the acting principal, though the Misses Hyde retain the ownership.

The Knox School for Girls, Cooperstown, now occupies a spacious and attractive building used as a hotel in summer, on Otsego Lake, a beautiful situation which affords every opportunity for outdoor life. The school originated in 1904 at Braircliff Manor with the late Miss Mary Alice Knox, who had been associated with Mrs. Dow. Since her death in 1911 Mrs. E. Russell Houghton, A.B., Smith, has conducted the school. It was incorporated in 1912 and moved to Tarrytown

and in 1920 its growth necessitated moving to its present site. The school offers a six year course of study which includes college preparatory and general courses and two years of advanced work in the usual academic subjects, art, music, philosophy and economics. A secretarial course and household economics are also offered.

Wallcourt, Miss Goldsmith's School for Girls, Aurora on Cayuga, was established by Miss Sarah L. Yawger as the Wells Preparatory School and is adjacent to Wells College. Since her death in 1901 it has been conducted by Mrs. Anna Goldsmith Taylor, A.B., Wells, who had previously been associated with Miss Yawger and before that at All Saints School, Sioux Falls, S.D. Since 1910 when the new building, Wallcourt Hall, was opened, the school has been known by its present name. In addition to preparation for all colleges, special courses are given in home economics, dramatics and secretarial training. There is a summer session preparing for college examinations.

Columbia Preparatory School, 37–39 North Goodman St., Rochester, established in 1891, is a day school with a twelve year course.

The Buffalo Seminary, Bidwell Parkway and Potomac Ave., established in 1851, is a day school for girls having the patronage of the leading families of Buffalo. Miss L. Gertrude Angell, A.B., Wellesley, has been the principal of the seminary since 1904. The standards of scholarship are high and two thirds of the girls take the college preparatory course. Emphasis is placed upon supervised athletics, spoken English, current history and some participation in the civic and philanthropic life of the community. The Elmwood School on Bryant Street is the elementary department for little boys and girls and for girls alone through the ninth grade. Miss Charlotte K. Holbrook is the principal of this school.

The Franklin School, 126 Park St., Buffalo, is a girls' school, coeducational through the fifth grade. Its strength in numbers is in the lower rather than the upper school. The work is of high standard with emphasis on the classics. Miss Bertha A. Keyes, Smith, is the principal.

NEW JERSEY

Holy Angels, Fort Lee, conducted by the Sisters of Notre Dame, is a boarding and day school for girls, founded in 1879. There are primary, grammar and high school departments.

Dwight School for Girls, Englewood, was established in 1859. It combines the features of a college preparatory and a finishing school, with post graduate courses. The school accommodates fifty resident pupils and twice as many day

pupils. It aims to give them a happy homelike life, to cultivate self-respect and self-control with only the most necessary restrictions. The surroundings offer every incentive to out door sports and pleasures. There is a primary department for girls from six to ten. The graduates are organized into an alumnæ association of three hundred. Miss Euphemia Creighton and Miss Ellen W. Farrar are the principals. See page 748.

Kent Place, Summit, is a working school, providing sound academic training from primary through college preparatory work. It was established in 1894, and two years later Mrs. Sarah Woodman Paul and her sister, Miss Anna S. Woodman, both graduates of Wellesley, took charge of it. The school has had a continuous and wholesome growth and its boarding department attracts students from all over the country. Resident accommodation is limited to forty-five, who live in a home removed from the schoolrooms. The school is now maintained by the Kent Place School Company of which the late Hamilton W. Mabie was president for over twenty years. See page 747.

Centenary Collegiate Institute, Hackettstown, was founded in 1866 under Methodist auspices and until 1910 was co-educational. It is now a boarding school exclusively for girls, accommodating about one hundred and fifty. The school is maintained for service, not for profit, and provides excellent facilities at moderate cost. About one half the graduates enter college. Excellent opportunities are offered in music and there is a graduate course in secretarial studies. A limited number of scholarships are annually granted to girls of marked ability. Rev. Robert J. Trevorrow, A.M., D.D., formerly of Drew Seminary, has been president since 1917. See page 747.

St. John Baptist School, Ralston, founded in 1880 in New York, removed to its present site in 1915. Conducted by the Sisters of St. John Baptist, it is a college preparatory school for girls from eleven to eighteen, accommodating both boarding and day pupils.

Miss Searing's School for Girls, Morristown, is preparatory to the larger boarding schools, as well as to college. Miss Ethel Marsh Searing, A.B., Mt. Holyoke, the head mistress, who opened the school in 1916, takes a few resident students into her own home. Girls are successfully prepared for the best schools. A summer camp is maintained at Northampton. See page 754.

Academy of St. Elizabeth, Convent Station, Morris Co., was established in 1859 and is conducted by the Sisters of Charity of the diocese of Newark. Over one hundred pupils are enrolled.

Dearborn Morgan School, Orange, established in 1869, is a

large day school for girls admitting boys through the fifth year of the elementary department. The academic course offers college preparation and about one fourth of the graduates have entered the leading colleges. The school holds a place of importance in the community. The principals are Miss Caroline R. Clark and George L. Shelley.

Miss Beard's School for Girls, Orange, is a large, well organized, college preparatory and finishing school, with all the usual departments under a strong faculty of college women. It was established in 1892 by the principal, Miss Lucie C. Beard. The course of instruction covers all grades. College preparation is the especial feature of the school, but courses in art and domestic science are also given. A special music school under the direction of Miss Agnes Miles is affiliated with the school. Mr. Thomas Whitney Surette supervises this as well as the musical classes in the school. **See page 748.**

Newark Seminary, Newark, established in 1881, is a college preparatory day school maintained by Miss Anna F. Whitmore.

Prospect Hill School, 354 Mount Prospect Ave., Newark, is a day school covering all grades from kindergarten through the high school. Established in 1875, it was formerly known as Miss Craven's School, and was conducted by Miss Craven until in 1915 it was taken over by Mrs. William S. Lamont. In 1919 the school was merged with the Prospect Hill School, which had been established in 1904.

Vail-Deane School, Elizabeth, is a growing school first opened in 1869. It is a day school and accommodates one hundred and fifty in departments from primary to college preparation. Miss Laura A. Vail is the principal.

The Hartridge School, Plainfield, is a boarding and day school established in 1903 by Miss Emelyn B. Hartridge. The courses extend from the Montessori class to college preparation and finishing. Only a limited number of resident pupils is received. The recitation hall is distinct from the residence.

Arden School for Girls, Lakewood, was established in 1919 as the Lakewood School. It is under the direction of Miss Christina Hallowell Garrett, formerly of the Winsor School, Boston, and Miss Mary Wilkins Hoyt, formerly of the Bryn Mawr School, Baltimore. It is a day school with a small boarding department. The course covers the whole range of schooling. French and the development of musical appreciation are emphasized.

St. Leonard's School, by the Sea, Ventnor, near Atlantic City, is a small boarding school of unique purposes and ideals recently established by the Rev. Alfred J. P. McClure, Princeton '79, and Miss Abby McClure. Outdoor life, sea bathing,

illustrated travel talks, frequent excursions and a broad cultural and vocational course of study are characteristic features.

St. Mary's Hall, Burlington, midway between Trenton and Philadelphia, was founded in 1837 by the Rt. Rev. George Washington Doane, Bishop of New Jersey. The school is administered by a board of trustees. The Rev. John Fearnley is the rector and Mrs. Fearnley the principal. It is a boarding and day school offering general and college preparatory courses. There is a children's department for girls under twelve. There are over seven hundred living graduates representing nearly every state, over six hundred of whom are members of the alumnæ association.

The School of Four Seasons, Princeton, is a migratory school, spending from February to April in Charleston, S.C. It has been conducted since 1917 and provides for girls from fourteen to twenty a balanced program of study, travel, sports and recreation. General and college preparatory courses are offered, as well as opportunities in music, eurhythmics, and painting under artists of recognized ability. French is the language of the household. Much of the life is in the open air. The founders of the school are Mr. and Mrs. Clarence Crittenden Calhoun, who have given the school the use of their two residences. Mrs. Martha Wheeler Keeler, Ph.B., was appointed principal in 1920.

Miss Fine's School, Princeton, a day school for boys and girls, was established in 1899 by Miss May Margaret Fine, A.B., Wellesley, with the financial backing of a group of university men. The school was incorporated in 1918 and occupied the old Princeton Inn. The school prepares girls for college entrance. Boys are accepted through the third intermediate grade.

The Bowen School, Trenton, is a small day school with resident accommodation for a few in the home of Miss Ida R. Bowen, A.M., who for some years has maintained the school. Instruction and tutoring are given in all grades and subjects.

PENNSYLVANIA

The Agnes Irwin School, 2011 De Lancey Pl., Philadelphia, is foremost among the girls' schools of Philadelphia not only in college preparatory work but in social standing. Established in 1870 by Miss Irwin, her work in this school won her so great a reputation as an educator that in 1894 she was called to be the first dean of Radcliffe College, and in her fifteen years of service largely determined the future character of Radcliffe. Miss Sophy Dallas Irwin continued the school until her death in 1915. It is exclusively a day school attended

by upward of two hundred pupils. There is an elementary department. Miss Josephine A. Natt, A.B., Smith, who has had long experience in secondary teaching, is now the principal.

The Holman School for Girls, 2204 Walnut St., is a day school established in 1900 by Miss Louise Holman Haines, who continued it until her death in 1908. Since 1913 the head mistresses have been the Misses Elizabeth W. and Jessie N. Braley, both Wellesley graduates, under whom the enrollment has doubled. There are primary, intermediate and high school departments, including college preparatory and general courses.

Academy of Notre Dame, West Rittenhouse Square, is a Catholic school attended by over a hundred pupils, one half in the high school grades. Little boys are admitted to the elementary department.

The Lankenau School, 22d St. and S. College Ave., received its present name in 1910 when it was endowed by John D. Lankenau in memory of his wife, Mary J. Drexel. The school had been established in 1891 as the "School for Girls" by the Mary J. Drexel Home and the Philadelphia Motherhouse of Deaconesses as a branch of Lutheran Deaconess work. The school has had constant growth in both boarding and day departments. The Rev. E. F. Bachmann, D.D., the principal, is assisted by a faculty of eighteen.

Miss Mills School, Mount Airy, Philadelphia, is a modern, out of door day and boarding school for children under sixteen. Boys to the age of eleven are accepted in the kindergarten and in the four primary grades. Established by Miss Ellen Stanney Mills in 1906, it was the earliest school of its kind and anticipated many of the features which within the last few years have characterized the so-called modern schools. Since 1917 the school has occupied the attractive estate "Cresheim" which offers every opportunity for outdoor life. In addition to thorough training in the usual school subjects, emphasis is put upon a human treatment of literature and Bible study. In the life of the home the spirit is that of joyous, healthy, wholesome living. The personal qualities, neatness, promptness and moral responsibility are emphasized. Instruction in industrial and fine arts is an integral part of the work and there is a pottery and a manual training shop. The afternoon activities include nature walks, eurhythmics, sports and games. **See page 751.**

Convent of the Sacred Heart, Torresdale, established in 1841 at McSherrystown, was moved to its present site six years later. A complete course of instruction is offered through the high school.

Miss Sayward's School, in the suburb of Overbrook, five miles from Philadelphia, was established in 1892 and is still conducted by Miss S. Janet Sayward, Salem Normal School. There are about forty resident pupils and a large day department. The school draws not only from Pennsylvania, but to an extent from the whole country.

Devon Manor, Devon, opened in the fall of 1917, taking over an extensive estate. Miss Edith Samson, who formerly maintained the Lakewood School, was made principal. In 1920 Dr. and Mrs. Langdon Caskin were engaged to take charge of the school. In addition to college preparation, a wide choice of subjects is offered for girls not going to college, as well as vocational training. There is also a lower school.

The Mary Lyon School was opened in 1913 by Mr. and Mrs. H. M. Crist in the old Strath Haven Inn at Swarthmore, eleven miles from Philadelphia. It is a home school in the country offering general and college preparatory courses. Mr. Crist is a graduate of Bucknell and Mrs. Crist of Mt. Holyoke. Seven Gables is the department for little girls—a home school with outdoor class rooms and study.

The Lyman School, "Beech Knoll," Lancaster Ave., Ardmore, formerly Miss Hill's School, was established in 1893. Mrs. Elizabeth Hills Lyman was succeeded in 1918 by Miss Margaret Hallock Steen, A.B., Smith, with whom is now associated Miss Caroline L. Steele, A.B., Smith. The school was long on Spruce St., Philadelphia, but in 1914 opened a primary department at Ardmore and in 1918 removed to its present site, adopting country school features. There are kindergarten, primary and junior departments.

The Shipley School, Bryn Mawr, ten miles from Philadelphia, is a large college preparatory school with both boarding and day departments. It occupies the first place among the Philadelphia suburban schools both in social standing and sound academic training. The school was established in 1893 by the three sisters, Hannah T., Elizabeth A. and Katharine M. Shipley, who had prepared themselves for educational work respectively at the Sorbonne, the University of Leipzig and Cambridge University, England. In 1911 Miss Alice G. Howland and Miss Eleanor O. Brownell, A.B., Bryn Mawr, who had for some years conducted the New School at Utica, became associated with the Misses Shipley as part owners and assistant principals. In 1916 they assumed entire control and ownership. The strong, college trained faculty affords sound academic training and the proximity of the school to Bryn Mawr College offers it the privileges of many public lectures. Over one third of the pupils take elementary courses.

The Misses Kirk's School, Bryn Mawr, has been conducted

by them since 1899. Miss Abby Kirk, a graduate of Bryn Mawr in the class of '92, and her sister, Miss Sophia Kirk, were previously on the staff of the college. It is a small school preparatory to Bryn Mawr, giving much individual attention to a limited number of girls. The principals receive in their home eighteen resident pupils.

The Baldwin School, Bryn Mawr, was established in 1888 by Miss Florence Baldwin and incorporated in 1906, when she retired from its management. It has attained a national reputation and patronage. Miss Elizabeth Forrest Johnson, A.B., Vassar, the head of the school, maintains the wholesome and sensible ideals of the founder. There is a large and efficient faculty, practically all college trained, many of whom have studied in foreign universities. The graduates number over five hundred, of whom two hundred and ninety have entered Bryn Mawr (more than from any other school), but in recent years graduates have been going to other leading colleges. The school is incorporated as a non-profit-making corporation and is managed by a board of directors of eight members, one of whom is a representative of the teachers of the school chosen by the teachers, one an alumna chosen by the Alumnæ Association.

Miss Wright's School, attractively located opposite Bryn Mawr College for which it especially prepares, was established in 1902 by Miss Lila M. Wright. It offers also instruction in the four upper grammar grades, a finishing course and post graduate work. The home life is attractive and the eighty girls, half of whom are in residence, come from desirable families all over the country, which appreciate the wholesome atmosphere of the school, combining the best of the so called old fashioned methods with modern progressive ideals.

The Phebe Anna Thorne Open Air Model School, Bryn Mawr, is a day school for young children, opened in 1913. It was established as a result of a legacy of $150,000 left by the late Phebe Anna Thorne in 1910. It is an observation school in connection with the Department of Education of Bryn Mawr College. Miss Matilde Castro, A.B., Ph. D., University of Chicago, the director, is assisted by a large staff of highly trained teachers.

The Harcum School, Bryn Mawr, is conducted by Mrs. Edith Hatcher Harcum, B.L., Richmond Woman's College, and Miss Cornelia Gaskins Harcum, Ph.D., Johns Hopkins University. It offers college preparatory, general academic and post graduate courses, with special advantages in music.

Walnut Lane School, Germantown, is a home school established in 1857 as a French boarding school and for many years was known from its founder as Madame Clement's School. Un-

der the direction of Miss S. Edna Johnston, A.B., Wilson, the principal since 1008, the school has maintained its reputation as a finishing school which offers sound training and wholesome home life. Miss Katherine Reed Elliott, A.B., Wellesley and Oxford, is associate principal. A college trained faculty gives a thorough college preparatory course, an advanced course for high school graduates and special courses. Much is made of outdoor exercise.

Mount Saint Joseph, Chestnut Hill, on the Wissahickon, announces itself as both an academy and a collegiate institution. Since 1858 it has occupied its present site and has had a most prosperous development.

Springside, Norwood Ave., Chestnut Hill, was established in 1879 and is now conducted by Mrs. Chapman and Miss Jones, who succeeded Mrs. Comegys and Miss Bell. The school offers a complete course from Montessori to college entrance. There is a large day school and a resident department which offers an intimate home life for twenty or thirty girls.

The Cowles School, Oak Lane, eight miles from Reading Terminal Station, Philadelphia, was founded by Miss Mary Marshall in 1896. It was purchased in 1019 by Miss Emma Milton Cowles, A.B., Elmira, '83, Ph.B., University of Chicago '01. From 1892 to 1911 Miss Cowles was a teacher and later professor of mathematics at Milwaukee-Downer College and from 1911 to 1919 she was the head of Highland Hall, Hollidaysburg. The resident college trained faculty is reinforced by special teachers from Philadelphia. College preparatory work is emphasized, but a general course is given with special opportunity in music, art, voice, expression, secretarial studies and domestic arts, which the proximity to Philadelphia makes possible. Girls under fourteen years of age live in a separate cottage. **See page 752.**

Ogontz School for young ladies, Rydal, a northern suburb of Philadelphia, is an old and well known finishing school which was founded as early as 1850 as the Chestnut Street Seminary. In 1883 it removed to Ogontz where it occupied the estate of the Civil War financier, Jay Cooke, and has since been known as Ogontz School. Mrs. Abby Sutherland-Brown, the principal since 1008, is a graduate of Radcliffe and before coming to Ogontz in 1002 had taught for two years at Bradford Academy. The school accents social and family life and study of art, psychology and ethics rather than adhering rigidly to college preparation. It is a boarding school but some day pupils are accepted. The school in 1917 moved into its handsome new buildings at Rydal, but the address is the same, Ogontz School P.O.

The Rydal School, for little girls, was opened in 1917 by the

management of the Ogontz School, on a fifteen acre estate adjoining. It is in immediate charge of Mrs. Abby Sutherland-Brown, principal of the Ogontz School. It is a day school and boarding home for twelve little girls from six to fourteen and is preparatory to Ogontz and has the advantages of the upper school faculty, in addition to thoroughly trained primary and intermediate teachers.

Beechwood, Jenkintown, was established by Matthew H. Reaser, Ph.D., the president, in 1911, to afford advantages to young women who wish to pursue their cultural studies beyond high school graduation. Dr. Reaser, who had for eight years previously been president of Wilson College, is assisted by a large faculty, twenty-five of whom have received their training at the smaller colleges or universities. The work, open to high school graduates and those who have had equivalent training, is of junior college grade. A great variety of courses is offered in music, art, expression, domestic science, kindergarten training and secretarial work. The preparatory department offers a three year high school course. **See page 750.**

The New Hope School, New Hope, opened by Miss Karline Holmquist and Miss Mildred Gutterson, both formerly teachers in Miss Bennett's School, offers much outdoor life with outdoor classes. It aims to combine the best of the old ideas of education with the modern and experimental. In the midst of an artist colony it offers special opportunities in art.

Bishopthorpe Manor, Fountain Hill, Bethlehem, established in 1868, is a home school for sixty girls. Since 1908 it has been under the management of Claude N. Wyant. University of Virginia, who had previously had an experience of twenty years in private schools. Mrs. Wyant presides over the home life. The school offers a college preparatory course, a broad elective finishing course for high school and academy graduates and special work in music, art, secretarial work and household arts and sciences. The patronage is national. Stress is placed upon health training. **See page 750.**

Moravian Seminary and College for Women, Bethlehem, is the oldest boarding school for girls in America. It was founded in 1742 by the Countess Zinzendorf of Saxony while on a visit to Philadelphia, and since 1743 has been continuously maintained at Bethlehem. Around old Colonial Hall, erected in 1748, cluster memories of the French and Indian Wars and during the revolution it served as a military hospital, sheltering thousands of wounded revolutionary heroes. Among its pupils were Eleanor Lee, a niece of Washington, Chancellor Livingston's daughter, Cornelia, the wife of Robert Fulton, two daughters of Nathaniel Greene and others representing the old Colonial families, Dutch, German, Quaker,

French and English. The seminary has sent forth eight thousand alumnæ and there are active alumnæ associations which continue to dower their ancient institution with gifts. Since 1912 work of a college grade has been undertaken and the title of the institution added to. Little girls as young as six are also accepted. A great majority of the girls come from Pennsylvania, though sixteen states are represented. The school though non-sectarian is owned and controlled by the Moravian church through its Synods. The Rev. John H. Clewell, Ph.D., of the Moravian church, has been the president since 1909.

Cedar Crest College for Women, Allentown, established in 1867, maintains a preparatory department for both day and boarding pupils, supervised by the college authorities. The Rev. William F. Curtis, Litt.D., is president.

Wilkes Barre Institute, 78 South Franklin St., Wilkes Barre, founded in 1854, is a college preparatory school for both day and resident pupils. Rockwell Hall, the residence for twenty boarding pupils, is at some distance from the school, permitting a home atmosphere. The work of the school is characterized by thoroughness and honesty of purpose. The lack of pretense, the moderate rates and individual attention recommend the school. Instruction is offered in all grades from primary through the high school. The instruction in French is continuous throughout the years. Special courses in practical farming, gardening, music, drawing and design and domestic science are offered. Miss Anna Miles Olcott, the principal since 1912, is devoted to her work and her girls and has brought the school to a high standard of scholarship. A girl here receives real education as well as schooling. **See page 755.**

Marywood Seminary on Mount Saint Mary, Scranton, conducted by the Sisters of the Immaculate Heart of Mary, was established in 1883. It offers a four year academic course with special departments in business, music, art, expression and domestic science.

Darlington Seminary, West Chester, twenty-eight miles from Philadelphia, was founded in 1851 by Hon. Smedley Darlington, who remained the principal until 1861. It has a national patronage — three fourths of its four hundred alumnæ are from outside the state. The Standard High School and College Preparatory courses are given and the curriculum also provides for the æsthetic and vocational arts. Mrs. Christine F. Bye is the president.

The Shippen School for Girls, Lancaster, is a day school of local patronage which resulted in 1908 from the combination of Lancaster College and Miss Stahr's School, and was incorporated the following year. There are lower and upper de-

partments. Miss Emily R. Underhill, A.B., Swarthmore '99, is the principal.

Linden Hall Seminary, Lititz, is an historic Moravian boarding school, which has an unbroken history from 1746. Originally known as the Lititz Boarding School, it received its present name in 1845 and its charter in 1863. It is governed by a Board of Trustees under the control of the Moravian church. The school has all departments of instruction up to college grade, with opportunity for training in varied vocational subjects. It offers an intimate home life with special provision for younger girls. The Rev. F. W. Stengel, A.B., B.D., has been the principal since 1915 and Mrs. Stengel is the vice principal.

Penn Hall, formerly the preparatory department of Wilson College at Chambersburg, was established as a separate school and its present buildings were erected in 1906. The school still makes a specialty of preparing for college, but also maintains a two year general course for high school graduates, with strong departments in music and domestic science. Excursions to Washington and other points of interest are made a feature. During the month of May each year the entire school is transferred to Atlantic City, where the Hotel Esplanade, fronting directly on the beach, is leased and the school work is carried on as usual. The school is under a board of directors, of which Frank S. Magill, A.B., A.M., who has been the principal since 1910, is secretary and treasurer.

Juniata Academy, Huntington, is a home school, organized in 1901 as a department of Juniata College, to meet the needs of preparatory students. It prepares for all women's colleges as well as technical schools.

The Birmingham School, for girls, occupies a strikingly beautiful position among wooded hills overlooking the Juniata river in central Pennsylvania. Since 1857 the school has been under the control of one family, Alvan R. Grier having been the president since the death of his father, Dr. Lemuel G. Grier, in 1887. The present head master, Preston S. Moulton, A.B., Brown, and his wife became associated with Mr. Grier in 1916. It is a boarding school exclusively, accommodating one hundred girls, representing over fifteen states. Four year courses, both college preparatory and general, with advanced work for high school graduates, are offered. The departments of music, domestic science and the fine and applied arts are well organized. Military drill is a feature and there is every facility for all outdoor sports. **See page 754.**

Highland Hall, Hollidaysburg, at an elevation of 1100 feet, is a well equipped boarding and day school, offering both college preparatory and academic courses. It was established in 1869 by citizens of the town, who are the stockholders, and until

1911 was known as Hollidaysburg Seminary. It then came under the management of Miss Emma Milton Cowles with whose name it was associated until 1918. It has always maintained high academic standards with particular emphasis on college preparation and has a large body of devoted and loyal alumnæ. The present principal, appointed in 1918, Miss Ellen C. Keates, A.B., Holyoke '04, is a woman of vision and modern educational ideals, who for six years previous had been at the Mary C. Wheeler School, Providence. Miss Keates is developing the school on broad lines and in addition to college preparation provides for an academic course with more science and more history. Excellent opportunities are afforded in music, domestic science and secretarial studies. Physical training is well provided for, and outdoor sports and activities encouraged. The girls come from widely distributed regions, perhaps one third from the North Central States, one third from Pennsylvania. **See page 753.**

Washington Seminary, Washington, established in 1835, is one of the oldest schools west of the Alleghenies. It is a boarding and day school for girls, with an average enrollment of two hundred students. College preparatory and general courses are offered, with unusual advantages in music and art. The principal, Miss Mary de Bure McCurdy, is ably assisted by a faculty of college trained women.

Thurston Preparatory School, Pittsburgh, has since 1887 been conducted by Miss Alice M. Thurston. It is a day school with a home department added in 1909. It prepares for college and offers elective, vocational and post graduate courses.

The Winchester School, Pittsburgh, formerly the Stuart School, has, under the direction of Miss Mitchell, been brought up to a high academic standing. It is a day school with local patronage with a large elementary department.

Miss Ellis' School, 4860 Ellsworth Ave., Pittsburgh, established and maintained by Miss Sara Frazer Ellis, A.B., Bryn Mawr, is a day school with courses from kindergarten through college preparatory grades. The lower school is conducted in an enclosed pavilion in the garden. Afternoon supervised study is a feature.

MARYLAND

The Girls' Latin School, 1217 St. Paul St., Baltimore, a college preparatory boarding and day school, was established in 1890 as the preparatory department for the Women's College of Baltimore, now Goucher College, but in 1910 the school became an independent corporation. A lower school was added in 1911 with an independent organization under Miss Anne T. Brewer, A.B., Columbia University '08, and two

years later a primary department, thus making the school course complete. The head mistress is Miss N. M. Wilmot, Syracuse University '89, who has been connected with the school since 1897. There are about one hundred girls in the day department and about forty boarding pupils live in the Ross Winans mansion which was acquired as a residence in 1914. Five hundred students have been graduated, of which number four hundred have entered college, chiefly Goucher, where they have attained high rank.

Bryn Mawr School for Girls, Cathedral and Preston Sts., is an exclusive day school strongly backed by its board of managers, which includes the president of and others interested in Bryn Mawr College. It was established in 1885 by Miss Mary Garrett and is now maintained by Miss Edith Hamilton, A.B., A.M., Bryn Mawr, who also studied at Leipzig and Munich. The primary department, first opened in 1894, has its own staff of professionally trained teachers. Afternoon study and exercise under supervision are provided for out of doors. The two hundred and seventy-five girls in attendance come from Baltimore's leading families and largely prepare for Bryn Mawr, but some enter other colleges. Naturally Bryn Mawr standards of scholarship prevail.

Notre Dame Preparatory School, Charles St. and Homeland Ave., Roland Park, is a boarding and day school conducted by the Sisters of the Order in connection with their adjacent college. It offers complete school courses and is attended by two hundred girls, the majority from Maryland, but it draws also from all over the United States and South America.

Roland Park Country School, University Parkway, Baltimore, is a large country day school. Courses are given from kindergarten through college preparatory or general high school work and a high standard of scholarship is maintained. Little boys are taken in the playground and primary classes. Miss Nanna Duke Dushane, Framingham Normal School, is principal.

St. Timothy's School for Girls, more generally known as "Catonsville," is one of the most exclusive girls' schools of the country, with the patronage of conservative families of New York, Philadelphia and the South. The school was established in 1882 by the Misses Carter, who surrendered it five years ago to the principals now in charge, Miss Jane R. Heath and Miss Louisa M. Fowler. The atmosphere of the school is simple and old fashioned and gives evidence of breeding. There is resident accommodation for about seventy girls, but there are always applications in excess of this and reservations must be made several years in advance. One third of the

one hundred students are day scholars. There is an active alumnæ association of over five hundred.

Roberts-Beach School, Catonsville, opens in 1920 under the direction of Dr. and Mrs. P. H. Roberts, formerly of Berea College and Miss Beach, B.A., Mount Holyoke, Ph.D., Wisconsin, formerly academic head of the Harcum School. The school offers college preparatory, general and special courses.

Mount De Sales Academy, Catonsville, established in 1852 by the Sisters of the Visitation, is a day and boarding school offering instruction through the twelve years of school life. There are special departments in music and art.

Mt. St. Agnes College and High School, at Mt. Washington, a suburb of Baltimore, was founded in 1867 by the Sisters of Mercy. There is a four year high school course and an elementary school for both day and boarding pupils, as well as a college course leading to the degree of A.B.

Garrison Forest School, incorporated as the Green Spring Valley School by residents of the neighborhood, is at Garrison, a few miles north of Baltimore. It is a country school with resident accommodation for about thirty-five. Day pupils are also accepted and the course of study covers twelve years of school life. Dances, dramatics, outdoor sports and excursions to places of interest make the life attractive. Miss Mary Moncrieffe Livingston, the head mistress, is assisted by a faculty of college trained women. **See page 756.**

The Hannah More Academy, Reisterstown, fifteen miles from Baltimore, owes its origin to Mrs. Anne Neilson, who in 1832 donated the buildings for a church school which was incorporated the same year. In 1873 the academy was accepted as the Episcopal Diocesan School of Maryland and has since received many benefactions from friends of the school. Six year academic and preparatory courses are given. About half the girls are from Maryland. Miss Anna L. Lawrence, University of Vermont, St. Andrew's University, is the principal.

Oldfields, Glencoe, is a home school for seventy pupils who come from all over the country, the children of alumnæ and their friends. The school was founded in 1866 by Mrs. John Sears McCulloch, a woman of unusual and spiritua personality. Since her death her ideals have been continued by her children, the Rev. Duncan McCulloch and Miss Anna G. McCulloch. The school occupies a two hundred and eighty acre estate in a beautiful country twenty miles from Baltimore. The life of the school is simple, wholesome and enjoyable. The lecture course brings notable speakers to the school. An enthusiastic body of alumnæ cooperate in promoting the school's interests. **See page 749.**

Eldon School, Annapolis, was opened in 1920 by W. H.

Kadesch, B.S., Ph.M., Ph.D., for five years an instructor in the United States Naval Academy and later at the Calvert School. It is a home school offering a college preparatory and junior college course, each of four years, and two years advanced study for high school graduates.

WASHINGTON, D.C.

The Misses Eastman's School, 1305 17th St., N.W., was opened in 1899 as a school for younger girls. It has developed with its pupils and now prepares girls for college and accommodates a few boarding pupils. The Misses Annie H., Mary T. and Miriam M. Eastman are the principals.

The Colonial School for Girls, 1539 18th St., under the direction of Miss Charlotte Crittenden Everett, occupies the luxurious former residence of Senator Dryden. The girls come from many states, attracted by the advantages that Washington offers. Two thirds of them take a two year academic course taught by men and women. There is also a four year college preparatory course.

Miss Madeira's School, 1330 19th St., is a college preparatory school of high standing, offering a four year course. Over two thirds of the girls graduating enter college. The school was established in 1906 by Miss Lucy Madeira, who is now Mrs. David Laforest Wing, a Vassar graduate and formerly an instructor in the Sidwells' Friends School. There is a strong faculty of twenty college trained women. The girls come from the very best families of Washington and from all over the country.

Martha Washington Seminary, 1601 Connecticut Ave., maintained by Edward W. Thompson, offers finishing and advanced courses.

Academy of the Holy Cross, Connecticut Ave. and Upton St., conducted by the Sisters of that Order, is located on Dunbarton Heights, in the suburbs of Washington. It is a boarding and day school with a separate department for little girls.

Madison Hall, 3100 R St., N.W., conducted by Mr. and Mrs. George F. Winston, is a boarding and day school accenting the home and social life.

The Holton-Arms School, 2125 S Street, was established in 1901 by Mrs. Jessie Moon Holton and Miss Caroline Hough Arms, but is now wholly under the direction of Mrs. Holton. The two hundred and fifty pupils in the upper and lower schools are mostly day students but there is a resident department for about thirty-five.

St. Margaret's Boarding and Day School, 2115 California Ave., is under the direction of Miss Sara K. Lippincott, Froebel Normal School and Miss Susan C. Baker, Pestalozzi-Froebel

Training School, Berlin, by whom it was established in 1896.

Gunston Hall, 1906 Florida Ave., was established in 1892 and has occupied its present site and building since 1905. It is a boarding and day school and the instruction covers kindergarten to the first years of college. A great variety of courses are offered from which a post graduate course of two years may be elected. Mrs. Beverley R. Mason, the principal, is assisted by Miss Edith M. Clark, M.A., LL.A., as academic head, and a highly trained faculty. See page 756.

Fairmont Seminary, 1401 Euclid St., was established in 1899 by Mr. and Mrs. Arthur Ramsay. Mr. Randolph L. Harlow, A.B., Harvard, a man of broad experience, is head master. The school offers thorough instruction in regular and special courses covering six years, the last two years of which provide work for high school graduates. During the past twenty years students have been enrolled from forty-three states.

Georgetown Visitation Convent, Washington, D.C., was founded in 1799. It occupies a forty acre park on the heights of Georgetown. It offers academic, classical, modern language, college preparatory and music courses. The girls come from all parts of both Americas.

Mount Vernon Seminary, Nebraska Ave., the oldest Protestant boarding school for girls in Washington, dates from 1875. Since its establishment the tone and spirit have remained unchanged and the high standards are still maintained under Mrs. Elizabeth J. Somers, principal emerita, and Mrs. Adelia G. Hensley, head mistress. The school opened in 1917 in its new Georgian building on a twenty acre site, well equipped for outdoor sports. Courses are offered in the upper, lower and collegiate forms. Students come from all parts of the country.

Chevy Chase School, in the Chevy Chase district, was established in 1903. Frederick Ernest Farrington, A.B., Harvard, A.M., Columbia, Ph.D., Teachers College, became head master in 1917 and has since reorganized and modernized the school. It is a boarding school for seventy girls with a national patronage. It offers a course covering the last three years of high school, giving an all round training, especially for girls not going to college. A two year advanced course is also given and there are special courses in music, art, dramatic art and home economics. Social training, a lecture course, supervision of study are features of the life.

National Cathedral School, within Cathedral Close on Mt. St. Alban, opened in 1900, is an Episcopal school under the board of trustees of the Episcopal Cathedral Foundation of the District of Columbia. Two thirds of the more than two hundred girls enrolled are resident. The girls lead a simple, wholesome life, spending much time out of doors. Since 1913 Miss

Jessie C. McDonald, B.S., Wellesley '88, M.S., Columbia '94, has been the principal and Miss Helen L. Webster, Ph.D., the academic head. There are intermediate, academic and fine arts departments.

National Park Seminary, Forest Glen, Md., a suburb of Washington, is a large boarding school attended by two hundred and fifty girls from all over the United States. It was established in 1894 by John Irvin Cassedy and is now owned and conducted by James E. Ament, LL.D., formerly president of the State Normal School at Indiana, Pa. It is a junior college and finishing school receiving almost exclusively graduates of preparatory or high schools for a definite two year course of study. The school offers a varied and entertaining school life with the greatest variety of educational divertissements.

Immaculata Seminary, on Mount Marian, Wisconsin Ave., in the Northwestern section of the city, is a home school conducted by the Sisters of St. Mary-of-the-Woods, Indiana. The same ideals and methods of practical education are followed that have made the parent institution a success for seventy years. Prominence is given to instruction in the arts, household economics, physical training and outdoor sports. The music and art departments are important features. In addition to the academy course there is a grammar school and a post graduate department. Pupils of all denominations are admitted and their religion respected.

SOUTHERN STATES

VIRGINIA

Fauquier Institute for Girls and Young Ladies, Warrenton, in the Piedmont region, fifty miles from Washington, established in 1860, is a home school accommodating twenty-six boarders and about forty day pupils. Instruction is offered through twelve years of school. Nellie V. Butler is the principal.

Warrenton Country School for Young Girls, Warrenton, opened in 1915 by Miss Lea M. Bouligny, formerly principal of the Chevy Chase School, accommodates forty boarding and some day pupils. Instruction begins with the primary grades and covers college preparatory and general high school courses. The growth of the school has been due to the success in teaching of the French language and training in habits of thrift and orderliness.

Herndon Seminary, Herndon, Fairfax Co., is a home and day school for girls, established in 1876. Its course of study covers twelve years.

Fort Loudoun Seminary, Winchester, in the Shenandoah Valley, was established in 1905 by Miss Katherine R. Glass,

who purchased the property of an older school which had been established here in 1830. It is a boarding and day school with an annual attendance of over one hundred from Virginia and other states, a few of whom prepare for college.

Mary Baldwin Seminary, Staunton, in the Shenandoah Valley, was established in 1842 as "The Augusta Female Seminary." For more than thirty years the school was under the direction of Mary J. Baldwin and Agnes McClung, who devoted their lives to its upbuilding, and in 1896 the name was changed by the Legislature in honor of the former principal. It is a boarding and day school with an attendance of over three hundred students who come from more than thirty states, though upward of one hundred are from Virginia. The school offers a college preparatory course and three years of collegiate work, in addition to special courses. Miss Marianna P. Higgins is principal.

Stuart Hall, Staunton, is the diocesan school of Virginia. Its origin goes back to 1831, but the school was founded at its present site in 1843. Originally known as the "Virginia Female Institute" it received its present name in 1907, in honor of the widow of Virginia's famous cavalry leader, Mrs. J. E. B. Stuart, who was principal nineteen years. The course of study covers twelve years of school life. Special attention is given to the college preparatory course and students have successfully taken the comprehensive examinations for the foremost colleges for women. Facilities are offered in music, art and preparation for business. Mrs. H. N. Hills, A.B., Wellesley, formerly principal of Sweet Briar Academy, has since 1918 been the principal. **See page 757.**

Fairfax Hall, Basic, was established in 1919 by John Noble Maxwell, formerly manager of Lewisburg Seminary, who purchased Brandon Institute. It offers college preparatory and general elective courses, with special opportunities in music and art. The girls come from more than twenty states. Miss Kathryn Chase Batchelder, A.B., A.M., Bryn Mawr, is the principal.

St. Anne's School, a day and resident church school for girls, Charlottesville, opened in 1910, succeeding Rawlings and Albemarle Female Institutes. The Bishop of the Diocese is president of the board of trustees. Girls are especially fitted for the Virginia women's colleges. There are primary and intermediate departments and a few day pupils are accepted. The girls are nearly all from Virginia. The principal, Mary Hyde Du Val, is assisted by a college trained faculty.

The Homestead School, Hot Springs, was opened in 1917 by the Misses Eda and Fanny Buddecke, both Southern women. The latter was for nine years teacher of French at the Bryn

Mawr School. In 1910 they organized the St. Nicholas School, Seattle, which they maintained until 1917. It is a boarding and day school for girls from ten to eighteen years of age. All subjects are elective and college preparation is well provided for. The school is characterized by the Southern home atmosphere. Outdoor life and country recreations are features.

Southern Seminary, Buena Vista, in the Shenandoah Valley, founded in 1867, is a boarding school. The students come chiefly from widely distributed regions throughout the West and South. The Rev. E. H. Rowe has been principal for more than thirty years. Professor R. L. Durham became one of the principals in 1918.

Virginia College (Junior) for Young Women, Roanoke, in the Shenandoah Valley, was established in 1893 by Dr. William A. Harris, whose daughters, Miss Mattie P. Harris and Mrs. Boatwright, have since successfully continued its management. Four years of high school and two years of junior college work are offered in addition to vocational training in art, music, domestic science, secretarial studies and expression. There is a strong faculty including many college graduates and the attendance is almost cosmopolitan, coming from thirty states.

The Foxcroft School, Middleburg, for out of door study and life, is in the Piedmont Valley on the Foxcroft estate. Simple country house life, horseback riding, wholesome physical exercise, broad courses of study, cooperative school government, are features which Miss Charlotte Haxall Noland makes of educational value.

Marion College, Marion, is a "Junior College"* of the Lutheran church, founded in 1873 as a Female College. Its faculty and student body is composed of all Protestant denominations. It offers four years of high school work and the first two years of college work. There are also departments of music, household economics and business. The student enrollment represents twelve states. C. Brown Cox, A.M., is president.

Martha Washington College and Conservatory of Music, Abingdon, Va., at an altitude of over two thousand feet, was opened in 1853 under the auspices of the Methodist Episcopal church, South. Approximately equal numbers are enrolled, in the high school course, the special schools of music and

* The term "Junior College" as self-applied by most southern colleges does not indicate a Junior College that has been recognized as such by the standard colleges or by the Association of Colleges and Secondary Schools of the Southern States. Many of them have recognition of the State Boards of Education or of denominational associations, whose standards are less rigorous.

arts and the college course. Registration is largely from Virginia. Chas. E. Weaver is president.

Stonewall Jackson College, Abingdon, while offering some junior college courses, for which there is a small enrollment, has its larger registration in the four year academy course and in the special courses of business, household arts, expression and music. S. L. Lacy is the president.

Sullins College, Bristol, was named for its founder who established it in 1869. In 1915 the buildings burned and it was temporarily closed. The property has been purchased by W. E. Martin, Ph.D., formerly vice president of Ward Belmont, and rebuilt, reopening in the fall of 1917 as a resident school.

Virginia Intermont College for Young Women, Bristol, was opened in 1884 as "The Virginia Institute" and has been maintained on its present site since 1893. It is a Baptist boarding and day school enrolling over two hundred and fifty students mostly from the South. The president is H. G. Noffsinger, A.B., A.M., Richmond College.

The Chatham Episcopal Institute, Chatham, was opened in 1892 to meet the long existing local demand for a church school in the region. The school has had a consistent growth and offers intermediate and high school work, including college preparatory, academic and special courses. Mrs. Elizabeth May Willis, B.P., Syracuse University, is principal.

Blackstone College for Girls, Blackstone, in southern Virginia, opened in 1894, is owned and controlled by the Methodists of the Farmville district. It offers academic, college preparatory and teacher training courses and two years of college work. Dr. James Cannon, Jr., president for more than twenty years, was succeeded in 1918 by W. Asbury Christian, M.A., D.D.

Randolph-Macon Institute, Danville, is a Methodist Episcopal boarding and day school, established in 1898, when it took over the former Danville College for Young Ladies. It is one of the Randolph-Macon System controlled by the board of trustees of Randolph-Macon College. The hundred boarding pupils come mostly from Virginia. Most of those completing the work go to the Randolph-Macon Woman's College at Lynchburg. The principal, Charles G. Evans, is a graduate of Randolph-Macon College and has been connected with the teaching force of the Randolph-Macon System since 1895 and has occupied his present position since 1906.

Averett College, Danville, founded 1859 and known until 1917 as Roanoke Institute, offers a two year college course and a four year preparatory course with special courses in music and vocational arts. "A Christian atmosphere is maintained." C. E. Crosland, A.B., Oxon., is president.

Southern College, Petersburg, was chartered in 1863 and is an old time Virginia institution with an attendance of over fifty girls. The principal, Arthur Kyle Davis, A.M., Randolph-Macon College, is a member of a family prominent in the annals of Virginia and prides himself on having a school of the best ante bellum traditions.

The Collegiate School for Girls, 1619 Monument Ave., Richmond, was founded in 1915 by Miss Helen Baker, A.M., Columbia University, and Miss Mary C. Anderson. Since 1917 when the Stratford School, established in 1906, was combined with it, Miss Baker has been the sole owner and head of the school. It is a college preparatory day school, efficiently preparing for the best colleges. The lower and upper schools are separately organized and there is a kindergarten department. There is a faculty of over thirty and an attendance of about three hundred, limited strictly to girls from Richmond and the immediate vicinity. **See page 757.**

St. Catherine's School, Westhampton, Richmond, is a diocesan school chartered in 1920, when the Virginia Randolph Ellett School was purchased and the name changed. It was established in 1890 by Miss Virginia Randolph Ellett and reorganized in 1917 as a country day school. In 1919 Miss Rosalie Haxall Noland, A.B., Goucher, became principal. Miss Ellett, who has brought the school to a high standard of scholastic excellence, remains head mistress of the upper school. The school is recognized by Bryn Mawr and its certificate admits to all Southern colleges. Both college preparatory and academic courses are offered and emphasis is laid on physical development. A boarding department is planned for the near future.

WEST VIRGINIA

Lewisburg Seminary—Junior College, in southeastern West Virginia, originated under Presbyterian auspices as "Lewisburg Academy" in 1812. It is a boarding and day school having a patronage from several states. Its junior college is accredited by West Virginia University. Robert H. Adams, A.M., became president in 1916.

St. Hilda's Hall, Charles Town, opened in September, 1915, by Miss Mariah P. Duval, who for thirty-three years had been connected with Stuart Hall. The school opened on the property of the old Powhatan College under the auspices of the diocese of the Episcopal church.

Mount De Chantal Academy, Wheeling, W.Va., is a boarding institution founded in 1848 as the Wheeling Female Academy. It is conducted by the Sisters of the Visitation and the government is eminently maternal. Instruction covers

four years of high school and the three years of upper grammar grades and of course special attention is given to music.

NORTH CAROLINA

Academy of St. Genevieve of-the-Pines, Asheville, was opened in 1908 by the Order of the Religious of Christian Education. It is a boarding and day school offering instruction from kindergarten through high school. Boys are admitted in the grammar grades to the age of thirteen. There are special courses in music, art, domestic science, secretarial studies and French.

Fassifern, a home school for girls, Hendersonville, twenty miles from Asheville, was opened by Miss Kate C. Shipp in 1907 at Lincolnton and moved to its present site in 1914. It is recommended by the Southern Association of College Women as a college preparatory school.

St. Mary's School, Raleigh, founded in 1842 by Rev. Aldert Smedes, D.D., is a boarding and day school. The high school course is supplemented by two years of advanced work and departments of music, art, elocution, business and domestic science. The Rev. Warren R. Way is rector.

Peace Institute for Young Women, Raleigh, under Presbyterian auspices, first opened in 1872. In 1916 Miss Mary Owen Graham succeeded Junkin Ramsey as principal. The school offers both preparatory and collegiate courses to both day and resident students.

Grove Institute, Kenansville, established in 1896, was until 1918 known as the James Sprunt Institute. It is a boarding school offering high school and music courses. The patronage is largely local. Miss Bessie Blakeney is principal.

Flora MacDonald College, Red Springs, was founded in 1896 by Scotch Presbyterians. There is a high school department enrolling about one hundred and twenty-five of the total three hundred students. There are also departments of art, music, domestic science and commerce. Charles Graves Vardell, A.B., D.D., Davidson College, is president.

Carolina College for Young Women, Maxton, chartered in 1907 as a standard college, offers in addition to college work, a four year high school course preparatory to college.

Mont Amœna Seminary, Mt. Pleasant, founded as a church institution in 1869, is conducted by the Evangelical Lutheran Synod of North Carolina. Students of all denominations are accepted. The school offers at moderate cost instruction of high school and junior college grade.

Salem College, Winston Salem, established in 1772 as a local school for girls, maintains an academy in connection with its college work, offering college preparatory, general

and special vocational courses. There is also a preparatory school through the seventh grade.

SOUTH CAROLINA

Ashley Hall, Charleston, is the home and day school of Charleston. There is a small resident department and a total attendance of about one hundred from the oldest families of the city. It was established in 1909 by the principal, Miss Mary V. McBee, who holds degrees from Smith and Columbia. It is recommended by the Southern Association of College Women and accredited by northern colleges.

Lander College, Greenwood, maintains a subcollegiate department of two years, preparatory to college. The students enjoy the benefit of the college, but live apart.

GEORGIA

Lucy Cobb Institute, Athens, established in 1858 by General Cobb and other citizens of Athens, has since 1917 been under the direction of Miss Mildred L. Rutherford. It is a boarding school, preparing for the leading colleges for women. The elementary school, lecture courses, household economics, oratory, music and art, are special features of the institute.

Washington Seminary, Atlanta, established in 1878, is the oldest girls' school of Atlanta. There is a total attendance of over three hundred and the boarding department accommodates thirty. Instruction is offered in all grammar and high school grades as well as in special subjects. The college preparatory course is accredited by such colleges as Vassar and Smith. Llewellyn D. Scott and Miss Emma B. Scott, the principals since 1904, have been connected with the seminary since 1894.

Woodberry Hall, Atlanta, maintained by Miss Rosa Woodberry since 1908, is an efficient college preparatory boarding and day school with a grammar school department, under Episcopal influence. The school enjoys the patronage of the best families of Atlanta and has grown in numbers and influence.

The Columbus Seminary is a select day school for girls in Columbus. It enjoys a fashionable patronage and prepares for college. Miss Rosa B. Snyder is the principal.

Lorena Hall, 1133 Second Ave., Columbus, is a local day school conducted since 1911 by Miss Jessie M. Snyder, S.B., Ed.B. The course covers twelve years of school life.

FLORIDA

Miss Tebeau's Boarding and Day School for Girls, Gainesville, established in 1875, is the diocesan school of the Episcopal church of Florida. The curriculum covers twelve years. Resident pupils are limited to twenty.

The Cathedral School, Orlando, was established in 1900 by Bishop William C. Gray. It is an Episcopalian school attended by sixty day and over thirty boarding pupils. Rev. Roderick P. Cobb is the principal.

Miss Harris' School, 2000 Brickell Ave., Miami, is a day and boarding school opened in 1914 by Miss Julia F. Harris, A.B. The day school enrolls one hundred and thirty. Tourist pupils in the winter months are kept up with their own grade using their own textbooks. Outdoor study is a feature.

ALABAMA

Margaret Booth School, Montgomery, is a day school established in 1913. There are primary, grammar and high school departments, the latter preparing for college. Miss Margaret Booth is principal.

KENTUCKY

Kentucky Home School, 1220 Fourth St., Louisville, is a day school founded in 1865 by Belle S. Peers, who conducted it for forty years. Miss Annie S. Waters, Columbia, and Miss Annie S. Anderson, B.S., A.M., Columbia, are the principals. The upper school offers college preparatory and academic courses. In the lower school boys are received in the kindergarten and primary departments.

Louisville Collegiate School, 512 W. Ormsby Ave., Louisville, is a local day school, established in 1915 when it took over the former Semple Collegiate School. The school is owned and controlled by Mr. and Mrs. William S. Speed. Miss Ada S. Blake, A.B., Radcliffe, was in 1919 succeeded by Miss Lucy G. Hester as head mistress.

Science Hill School, thirty-one miles south of Louisville, was established by Rev. and Mrs. John Tevis in 1825, and maintained by them until 1879, when it was purchased by Dr. and Mrs. W. T. Poynter and is continued by Mrs. Poynter. Without endowment, the school has attained the position of the leading college preparatory school of its section of the country and offers efficient courses under a college trained faculty, from primary grades to college. Over two hundred and fifty girls have been prepared for college, chiefly Wellesley and Vassar. There are one hundred and eighty day and resident pupils in the school. See page 758.

Nazareth Academy, Nazareth, founded in 1812, has long enjoyed the reputation of being the best Catholic boarding school in Kentucky. It occupies an isolated, thousand acre estate. There is a primary department and commercial, music and art courses are offered.

Margaret Hall, Versailles, is an Episcopal college preparatory boarding school established in 1899, long known as Margaret College. It has received generous gifts which have enabled it to maintain a modern plant. Rev. George H. Harris is president.

Hamilton College, Lexington, established 1869, offers a four year high school and a two year junior college course. It is one of the best equipped and best organized junior colleges in the South and is under the direction of Transylvania College. T. A. Hendricks recently became the principal.

The Kentucky College for Women, Danville, formerly Caldwell College, established in 1859, aims to be a junior college, but the enrollments are larger in the preparatory, special and elementary departments. The faculty includes a preponderance of college trained women.

Logan College, Russellville, is a junior college offering a four year preparatory course and two years of college work, with departments of music, art and expression.

TENNESSEE

St. Mary's School, Memphis, is an Episcopal day and boarding school, established in 1874. Miss Helen A. Loomis and Miss M. H. Paoli are the principals. It is accredited by Vassar and recommended by the Southern Association of College Women.

Ward-Belmont, Nashville, was formed in 1912 by the union of Ward Seminary and Belmont College, under the charter name the Ward-Belmont School. The former institution was founded in 1865 and the latter in 1890. At that time they had a joint enrollment of seven hundred and fifty from all the Southern States with a predominance from Tennessee. The president, J. D. Blanton, was for twenty years president of Ward Seminary. There is a faculty of over fifty, including a majority of college trained men and women. The school is a member of the Southern Association of Colleges and is recommended by the Association of College Women. There is a two year college course but the preparatory school has the larger enrollment. The five hundred students are largely from the South and the Middle West. The departments of music, art, expression and home economics are particularly well equipped.

Tennessee College, Murfreesboro, opened in 1907, maintains a preparatory school, in which the enrollment is greater than in the college course. There is a boarding department and it is opened to those who have completed the sixth grade of the grammar school. There are the usual departments of art and music. The patronage is chiefly from Tennessee. George Jackson Burnett, A.M., is the president.

Columbia Institute, Columbia, was founded in 1835 by Bishop Otey and the Rev. Leonidas Polk, afterward elected bishop of Louisiana and later General Polk of the Confederate service. It is without endowment, but has for nearly a century maintained its position as a leading college preparatory school of the South. It is now a junior college with accommodations limited to seventy-five boarders, who come from the Southern and North Central States. The president is the Rev. Charles Kenneth Thomson, M.A. The majority of the faculty are college trained women. **See page 759.**

Martin College for Girls and Young Women, Pulaski, an endowed Methodist boarding and day school, was founded in 1870 by Thomas Martin. It is now classed as a "junior college" by the Methodist Board of Education and the enrollment is about equally divided between the academic courses and the courses in music, expression and domestic science. George A. Morgan, A.B., D.D., has been the president since 1919.

Girls' Preparatory School, Chattanooga, is a high grade day school which prepares girls for the leading colleges of the country. It is recommended by the Southern Association of College Women. Miss Tommie P. Duffy and Miss Eula Jarnagan are the principals.

Centenary College Conservatory, Cleveland, in the valley between the Cumberland and Smoky Mountains, was established in 1884 under Methodist auspices, but is now a nonsectarian boarding school for girls. It offers a six year course with two years' college work and facilities in special subjects. Educational trips to places of historic interest are made both in the spring and fall. Dr. J. W. Malone, formerly president of Andrew College, Georgia, became president in 1918.

MISSISSIPPI

Blue Mountain College, Blue Mountain, in northern Mississippi, was opened in 1873. The primary, grammar and high school enrollment is listed with the undergraduates. The system of cooperative industrial homes makes it possible for girls to live here at very low expense.

Gulf-Park, West Beach, Gulfport, a junior college for girls and young women, will open in 1921 in a new plant now being built. Richard G. Cox, formerly dean of Ward-Belmont School and later president of Nashville College, is the president.

LOUISIANA

Home Institute, 1440 Camp St., New Orleans, established in 1881 by Miss Sohpie B. Wright, is conducted by the Misses

Mary and Jennie Wright. It is a boarding and day school for all grades.

Mansfield Female College, Mansfield, founded in 1854, is a boarding and day school with courses from primary through junior college grade.

ARKANSAS

Crescent College and Conservatory, Eureka Springs, established in 1908, has its enrollment chiefly in the four years of high school, though junior college courses are also given. There are the usual courses in music and practical arts. The boarding pupils come chiefly from the adjacent states. Richard R. Thompson, A.M., is president.

TEXAS

Saint Mary's College, Dallas, a boarding and day school founded in 1889, is owned and controlled by the Protestant Episcopal church. Instruction begins with the primary grades and continues through junior college work. Rt. Rev. A. L. Garrett, D.D., LL.D., is president.

The Miss Hockaday School for Girls, Dallas, was established in 1913 by Miss Ela Hockaday and incorporated in 1918 but has continued under her management. It is a college preparatory school accepting girls for the last six years of preparation. It is both a local day school and a home school for fifty-two resident pupils.

Texas Presbyterian College for Girls, Milford, opened in 1902, has a boarding department, a well patronized high school and special departments of music and practical arts. H. C. Evans, D.D., is president.

The Whitis School, Austin, a boarding and day school, established in 1900, has a local patronage, but maintains a high standard of work and yearly sends girls to the southern and eastern colleges.

St. Mary's Hall, San Antonio, founded in 1879 by Bishop Elliott, first bishop of the Episcopal church in West Texas, provides religious training and instruction from primary to college for both day and boarding students. Miss Laura L. Dorsey is principal.

The Thomas School for Girls, 5000 S. Presa St., San Antonio, is a boarding and day school, since 1900 conducted by A. A. Thomas, A.M. Instruction extends from primary through the high school grades.

El Paso School for Girls is both a home and day school, maintaining the eastern standards in college preparatory and general courses. It was founded in 1910 by citizens to provide the best educational advantages for their own daughters.

The work is carried on in small classes by a staff of able teachers under the direction of the principals, Miss Ora W. L. Slater, A.B., Wellesley, and Miss Olga E. Tafel of the University of Cincinnati. The college preparatory work is accredited by standard colleges. The atmosphere of the school is modern and progressive. Much attention is given to music, amateur dramatics and to outdoor physical exercise.

NORTH CENTRAL STATES

OHIO

Bartholomew-Clifton School, established in 1874 in Clifton, a suburb of Cincinnati, is conducted by Miss B. Antoinette Ely and Miss Mary F. Smith. There is a strong college trained faculty who give instruction from Montessori and kindergarten work to preparation for the leading colleges. Though it is mainly a day school about twenty boarding pupils are enrolled this year. The four hundred and fifty graduates are organized in an alumnæ association.

Oakhurst, Walnut Hills, Cincinnati, Miss Kendrick's Collegiate School for Girls, was established in 1892 as Miss Butler's School. It is a day school with accommodation for a few boarders. Miss Helen F. Kendrick is the principal.

The School of the Brown County Ursulines, Saint Martin, is a boarding school established in 1845 by the famous French Order of Nuns. Its distinctive work is individual personal training. While two of its eight separate courses prepare for college, the aim of the school is pre-eminently home building and the home virtues. It has been called "the school aloof from the iconoclasm of the age." The Rt. Rev. J. B. Purcell has charge of the school. The pupils come chiefly from the smaller towns in the Middle West.

The Columbus School for Girls, Parsons Place, Columbus, is a large, well equipped day school with a residence for thirty-two girls, built in 1915. The school was established in 1904 and incorporated in 1912 by Miss Alice Gladden, A.B., Smith, and Miss Grace L. Jones, A.B., A.M., Bryn Mawr, by whom it is still conducted. It succeeded an earlier school dated from 1898. The course extends from kindergarten to college. The college preparatory course equips girls for the best colleges and about half the graduates enter college. Provision is made for afternoon study and supervised outdoor exercises.

Harcourt Place School for Girls, Gambier, is a boarding school established in 1887. In 1915 the management of the school was taken over by the Rev. Jacob Streibert, Ph.D., as regent, who for thirty-two years has been engaged in educational work, and by Mrs. Emily D. Streibert and Miss Ethel

K. Streibert, A.B., University of Michigan, B.S., Columbia, as principals.

Laurel School, 10,001 Euclid Ave., Cleveland, established in 1898, is a day school with a limited number of resident pupils and makes a specialty of college preparation. Mrs. Arthur E. Lyman is head mistress.

Hathaway-Brown School, 1945 E. 97th St., Cleveland, founded in 1876 by Rev. Frederick Brooks, brother of Phillips Brooks, is a day school accommodating a small number of resident students. Miss Mary E. Raymond, A.B., A.M., Smith and Radcliffe, is the principal.

The Smead School for Girls, Toledo, a day school with departments from Montessori to college preparation, accommodating a limited number of resident pupils, was established in Toledo in 1884 by the Misses Smead. Upon their retirement in 1911 the school was incorporated under a board of trustees and the Misses Anderson, who had been teachers in the school, assumed direction. Friends have given the entire property occupied by the school and have raised a small endowment. **See page 758.**

INDIANA

St. Mary's College and Academy, Notre Dame, near South Bend, established in 1855, is maintained by the Sisters of the Holy Cross. Instruction is offered from primary to college grade. More than three hundred and fifty are enrolled in the collegiate and academic departments, from widespread regions.

Tudor Hall School for Girls, Meridian and Thirty-second Sts., Indianapolis, was established in 1902 by the present principal, Miss Fredonia Allen, a Cornell graduate. It is a home and day school emphasizing college preparation and advanced courses. The school is incorporated and in 1917 moved into its new modern school plant.

Elmhurst, Connersville, established in 1909, is a college preparatory country school for twenty-four boarding pupils, established by its principals, Miss I. B. Cressler, A.B., Wilson, and Miss Caroline L. Sumner, A.B., Smith. The school occupies an old colonial mansion on a farm in the eastern part of Indiana. Miss Cressler formerly conducted a school for American girls in Rome and Miss Sumner was for a number of years connected with the Latin department of Smith College.

Academy of the Immaculate Conception, Oldenburg, chartered in 1885, is under the control of the Sisters of St. Francis. Pupils are assigned according to age to the senior, junior or minim department, each having its special quarters.

St. Mary-of-the-Woods College and Academy, St. Mary-of-the-Woods, founded in 1840 by the Sisters of Providence of

Ruillé-sur-Loir, France, is a splendidly equipped and successful institution with entirely separate preparatory and college courses. The students come from all over the United States and Canada.

MICHIGAN

The Liggett Schools, 73 Stimson Pl., Detroit, successful and prosperous day schools under the management of the Misses Liggett, have developed from what was formerly known as the "Detroit Home and Day School," established by them and their father, Rev. James D. Liggett, in 1878. The Liggett Schools have remained continuously since that time under the management of the same family. The schools are of the first rank, well organized and equipped, with a large and resourceful faculty. The pupils represent the best families of the city of Detroit. Nearly two hundred of its seven hundred graduates have entered college, and the Alumnæ Association cooperates heartily with the school. A branch school known as "The Eastern Liggett School," 538 Burns Ave., was opened in the eastern part of Detroit in 1913, providing for the growing patronage of that section.

St. Mary's College and Academy, Monroe, founded in 1845, under the direction of the Sisters Servants of the Immaculate Heart of Mary, offers college and high school courses. Four hundred and fifty graduates form its Alumnæ Association and by their scholarship fund and generous cooperation lend efficient aid. There is an enrollment of four hundred and fifty, the majority being boarders.

Akeley Hall, Grand Haven, on the shore of Lake Michigan, is the diocesan school of western Michigan, founded in 1887. It is leased to the Misses Yerkes and is conducted as a private boarding school limited to fifty girls who receive much individual attention. Miss Susan H. Yerkes was in charge from 1901 to 1909. Miss Mary Helen Yerkes is now the resident principal.

Nazareth Academy, Kalamazoo County, Mich., conducted by the Sisters of St. Joseph since 1897, is a home school for girls and young ladies. Barbour Hall is the separate department for little boys.

ILLINOIS

Chicago

Brooks School, 3328 Warren Ave., Garfield Pk., is a local day school established in 1890 by Maria Brooks. It provides instruction from kindergarten through college preparation. Miss Effie A. Gardner, Ph.B., is the principal.

Boyesen School, E. 47th St., is a boarding and day school

for girls and young boys maintained by Miss Augusta Boyesen, a Christian Scientist. Instruction is offered from primary to academic grades.

The Starrett School for Girls, 4932 Lake Park Ave., was established in 1893 by Mrs. Helen E. Starrett, now principal emerita. It is a large day school with accommodation for forty resident pupils and is under the direction of Gerard T. Smith, A.M., and Mrs. Elizabeth Burt Smith, the principals, and Mrs. Lena Collars, the dean. Instruction is provided from the seventh grade through college preparation and includes special work in music, art and home economics.

University School for Girls, 1106 Lake Shore Drive, is a boarding and day school established in 1896 and patronized by upper class families. Miss Anna R. Haire, A.B., Smith, the principal, maintains high standards in the school work and among the students she sends each year to the leading eastern colleges a number have taken honors at Bryn Mawr. Vocational courses are also offered for graduate students. A kindergarten department is maintained.

Chicago Latin School for Girls, 59 Scott St., established and conducted since 1888, by Miss Mabel S. Vickery, who also established the Chicago Latin School for boys, is an exclusive day school for North Side girls, with high standards of scholarship. A number of girls are prepared for college.

The Kenwood-Loring School, 4600 Ellis Ave., is a large and exclusive day school with a boarding department. It was formed by the merging of the Kenwood Institute, dating from 1885, with the Loring School, established in 1876. The school offers elementary, college preparatory, general and post graduate courses. It has sent over two hundred girls to eastern women's colleges. With Mrs. Stella Dyer Loring, who has been principal since 1876, is now associated her daughter, Miss Helen D. Loring.

The Faulkner School for Girls, 4746 Dorchester Ave., succeeded in 1909 an older school known as Ascham Hall. It is a large day school exclusively, with an attendance of over two hundred and departments from kindergarten to college preparatory. Miss Elizabeth Faulkner, a graduate of the University of Chicago, is a capable executive who commands the respect of pupils and patrons. Her sister, Miss Georgene Faulkner, has a well deserved reputation as a kindergartner. The school cooperates with the University of Chicago and girls are prepared for all the leading colleges.

Miss Spaids' School, 866 Buena Vista Ave., is a small boarding and day school offering finishing courses as well as primary and college preparatory work and opportunities in music. The school has occupied its present house since 1917.

Ferry Hall, Lake Forest, affiliated with Lake Forest College, is a preparatory school with an advanced course for day and boarding pupils. It was founded and endowed in 1869 under the name of "Ferry Institute for Young Ladies" by Rev. William Montague Ferry, whose wife was the closest girlhood friend of Mary Lyon. It is attended in all its departments by over one hundred and twenty-five girls from twenty-eight states. In the past half century several thousand young women have been enrolled. Special work is offered in music, art, expression, domestic arts and science. The college preparatory course is emphasized. Miss Eloise R. Tremain, A.B., Bryn Mawr, the principal, is assisted by a strong faculty of college trained women, from whom recently have come head mistresses for two important eastern girls' schools. **See page 760.**

Roycemore School, 640 Lincoln St., Evanston, is a day school for girls opened in 1915 by Miss Julia S. Henry with strong financial backing. The pupils are divided into lower and upper schools, the latter offering college preparatory and general courses. Little boys are admitted in the lower school. Miss Rebecca S. Ashley is principal.

Jennings Seminary, Aurora, one hour from Chicago, was opened as a Methodist Episcopal coeducational institution in 1859 and reorganized in 1898 as a boarding school for girls of high school age only. It is a "literary school under distinctively Christian influences." Miss Bertha A. Barber, A.B., has been principal since 1904.

Frances Shimer School, Mt. Carroll, one hundred and twenty-five miles west of Chicago, was founded in 1853 as the "Mt. Carroll Seminary." In 1896 it was named in honor of Mrs. F. A. W. Shimer who left an endowment. It is controlled by a board of trustees representing the University of Chicago, the alumnæ and the citizens of the town. The work includes a junior college and an academy with departments of music, art and home economics. William Parker McKee, A.M., B.D., dean since 1897, is assisted by a faculty of college trained women.

St. Mary's, Knoxville, founded in 1868 by C. W. Leffingwell, now rector emeritus, is an Episcopal college preparatory school and junior college. Gifts and donations have made possible complete equipment and sound instruction at moderate expense, the faculty and students representing more than half the states. Courses are given in music, expression and secretarial studies. Many of the alumnæ are serving as missionaries. The Rev. Francis L. Carrington, LL.D., is rector and dean.

St. Martha's School, Knoxville, for younger girls, was established in 1910 as the junior deparment of St. Mary's School.

Monticello Seminary, Godfrey, thirty miles from St. Louis, is the oldest girls' school in the West. It was founded in 1835 by Benjamin Godfrey, an old Cape Cod sea captain who had made a fortune in eastern trade and settled here because of large land holdings. The school was organized by Rev. Theron Baldwin, a friend of Captain Godfrey, who was influenced by the ideas of Mary Lyon. In 1841 it was incorporated and graduated its first class. In its long history it has played an important part in the education of young women of the West so that it is appropriately spoken of as the "Mt. Holyoke of the West." Miss Harriet Rice Congdon, A.B., Mt. Holyoke, Oxford, became principal in 1918. The school has a large body of loyal alumnæ organized in many associations throughout the West. The girls come from all the Western States. It is a standard junior college with an academy for younger girls.

WISCONSIN

Kemper Hall, Kenosha, is an Episcopal church boarding school, conducted by the Sisters of St. Mary, who are also in charge of St. Mary's School, Peekskill, and St. Katharine's School, Davenport. The school offers its pupils the last two grades of the grammar school and the high school years. It has a high class of patronage and maintains high academic standards. Special attention is given to outdoor life.

Milwaukee-Downer Seminary, Milwaukee, may be said to date from 1895, when the two colleges, founded in the fifties, were united, and a preparatory department was organized. In 1910 the seminary became an independent institution, and, though it is still controlled by the trustees and president of the college, it has its own separate faculty. Under the administration of Miss Ellen C. Sabin, M.A., LL.D., president of Milwaukee-Downer College, and the dean, Miss Macy D. Rodman, B.A., University of Chicago, the school maintains a high academic standard. The school has graduated over five hundred girls, about half of whom have entered college. Its day pupils come from Milwaukee's best families; the boarding pupils from all parts of the West.

Hillcrest School, Beaver Dam, three hours from Milwaukee, is a home boarding school for thirty little girls from six to fifteen, preparing them for high school or academy. It has been conducted by Miss S. M. Davison since 1910.

Grafton Hall, Fond du Lac, is a church school for girls, under the direction of the Rt. Rev. R. H. Weller, Bishop of Fond du Lac, who is represented in the school by Miss Avis J. Mooney, dean of the faculty. Instruction covers two years of grade work, the high school course and junior college studies.

There is a department of home economics, separately housed, and a well organized school of music. The school accommodates fifty resident pupils, largely from the Middle West, and accepts a limited number of day students and has a large number of students of music.

St. Mary's Springs Academy, Fond du Lac, Wis., established in 1909, offers academic, commercial, domestic science, music and art courses and is accredited to the University of Wisconsin.

Saint Clara College, Sinsinawa, founded in 1852, in addition to its college courses, maintains a boarding school of high school grade and departments for commercial studies, music and art.

MINNESOTA

The Academy of Albert Lea College, Albert Lea, near the southern boundary of Minnesota, a Presbyterian institution established in 1884, offers a four year college preparatory course. The students come from the Middle West. Miss Gertrude S. Kingsland, A.M., Columbia, is dean.

St. Mary's Hall, the Bishop Whipple School for Girls, Faribault, is a home school for girls under strong church influence. This school grew out of the efforts of the Rt. Rev. Henry Benjamin Whipple, the first bishop in this region. From the "Bishop Seabury Mission," which he founded in 1866, have developed, in addition to St. Mary's, Shattuck School and Seabury Divinity School. The rector, the Rt. Rev. Frank A. McElwain, D.D., succeeded Rev. S. C. Edsall. Instruction is offered from primary to college grade and the faculty, which includes many college women, is a strong one. The life at St. Mary's is simple, homely and devout. The girls come from the Northwest generally. The school has graduated over four hundred. A junior college department has recently been added. Miss Caroline Wright Eells, who studied at Oxford University, is principal emerita, and Miss Amy Louise Lowey, principal.

Lutheran Ladies' Seminary, Red Wing, on the Mississippi, was incorporated in 1892 by the Synod of the Norwegian Evangelical church. The girls represent seven nationalities, chiefly Scandinavian, from Minnesota and other Middle Western States. There have been over four hundred graduates. The Rev. Hans Allen, at the head of this institution since its opening, resigned in 1916.

Oak Hall, 578–590 Holly Ave., St. Paul, is the outgrowth of the old Baldwin Seminary, a pioneer educational institution of the city, founded in 1853. From 1903 it was conducted by Mrs. Backus under the name of Oak Hall and Mrs. Backus'

School for Girls. In 1919 Royal A. Moore, A.B., A.M., Harvard, formerly principal of the Wheeler School, North Stonington, Conn., became principal. It is both a day and boarding school offering courses from kindergarten to college and opportunities in music. Seventy-five per cent of its graduates enter college.

College of St. Catherine, Cleveland Ave. and Randolph St., St. Paul, conducted by the Sisters of St. Joseph since 1905, offers the equivalent of a four year high school course and a four year college course leading to a degree. The faculty includes graduates of Columbia, Chicago, Wisconsin and Minnesota. About one hundred and fifty girls are enrolled, largely from Minnesota, with a sprinkling from other states and Canada.

The Summit School, 655 Holly Ave., St. Paul, was organized as a day school by leading citizens, taking over the former Loomis School, and opened in 1917 under the principalship of Miss Sarah Converse, A.B., Vassar, Columbia, who had previously been principal of the North Avenue School, Atlanta, Ga. There is a strong faculty of college women and instruction is provided from kindergarten through the high school with adequate preparation for college. The lengthened school day popularized by the country day school is a feature.

Stanley Hall, 2108 Pleasant Ave., Minneapolis, is a boarding and day school, offering instruction from kindergarten to college. It was established in 1890 as a day school by Miss Olive A. Evers. The school is strong in cultural training. The Northwestern Conservatory of Music, Art and Expression, the oldest and largest conservatory in the Northwest, has since 1906 been under the same management as Stanley Hall and the work of the two schools is closely affiliated. Stanley Junior College offers two years of college work.

Northrop Collegiate School, Minneapolis, established in 1900 and known as Graham Hall until incorporated in 1915, is a city school for day pupils with courses from kindergarten to college. Miss Elizabeth Carse, A.M., Cornell, who was formerly head of the Charlton School of New York City, is principal. It is well equipped and well staffed.

St. Benedict's College and Academy, St. Joseph, Minn., founded in 1880, is conducted by the Sisters of St. Benedict. In addition to college courses, there is a department of music and a four year high school course and instruction is also given in the four upper grammar grades. There are both dormitories and private rooms for boarders.

College of Saint Scholastica, two miles north of Duluth, was established in 1892 as the "Sacred Heart Institute," by the Sisters of St. Benedict under the direction of the Rt. Rev.

James McGolrick, It is a boarding and day school providing instruction for college preparatory and college students.

IOWA

St. Katharine's School for Girls, Davenport, is an Episcopal church school for boarding and day pupils, founded in 1884. Since 1902 it has been conducted by the Sisters of St. Mary, who are also in charge of Kemper Hall and St. Mary's School, Peekskill. The instruction is modern in the primary grades through college preparation and there is a general course, with facilities in music and art.

Mount St. Mary Academy, Cherokee, opened in 1914, is a boarding school, conducted by the Servants of Mary, and offers a four year high school course.

NORTH DAKOTA

Oak Grove Lutheran Ladies' Seminary, Fargo, incorporated in 1906 by the Lutheran Free Church, is a boarding school for girls from Scandinavian families of North Dakota, Minnesota and Wisconsin.

SOUTH DAKOTA

All Saints School, Sioux Falls, established in 1885, is an endowed Episcopal boarding school with a hundred and sixty girls in attendance, about sixty-five per cent of whom are in the day school. Miss Helen S. Peabody has been principal since the opening of the school.

MISSOURI

Mary Institute, Lake and Waterman Aves., St. Louis, is the leading college preparatory school for girls in St. Louis. It is conducted under the charter of Washington University, which was founded in 1853. In 1859 Rev. William Greenleaf Eliot, who had played an active part in the establishment of the University, founded and organized Mary Institute. It is exclusively a day school and has graduated over fourteen hundred and the annual attendance during recent years has been about five hundred. Loyal alumnæ have from time to time contributed funds and are now creating a foundation for retiring teachers. Edmund H. Sears, A.B., Harvard '74, A.M., Washington '97, has been the principal since 1891.

Lindenwood, St. Charles, twenty-two miles northwest of St. Louis, established in 1827, is one of the oldest schools west of the Mississippi River. It is well endowed and has modern dormitories in which most of the students live. Junior college and more advanced work with musical advantages and vocational courses are offered. The students come largely

from Missouri and many other states. Dr. John L. Roemer, A.B., D.D., is president.

Hosmer Hall, 6584 Wydown Blvd., St. Louis, is a home and day school offering a six year junior and senior high school course leading to graduation or college preparation. It was established in 1884 and was under private management until 1916 when the Alumnæ Association took it over, financed the school and built a new building first occupied in 1918. Mrs. Elma H. Benton, formerly of Teachers College, New York City, became the principal in 1919.

Miss White's School, 4146 Lindell Blvd., St. Louis, was opened in September, 1919, as a boarding and day school for girls of high school age, by Mary Josephine White, A.B., A.M., George Washington University. Miss White was formerly principal of Hosmer Hall and before that time had enjoyed a long experience in the best eastern schools.

Lenox Hall, "four blocks west of Limit Walk, the western boundary of the city of St. Louis," is conducted by Mrs. M. Louise Thomas. It is a well-equipped home and day school for girls with accommodation for forty resident pupils, representing twelve states but largely from the Southwest.

Forest Park College, St. Louis, was established as Kirkwood Seminary at Kirkwood, Missouri, in 1861, by its present head, Mrs. Anna Sneed Cairns, who still teaches ethics and Christian evidences. In 1889 it removed to St. Louis and adopted the title of Forest Park University. College preparatory as well as junior college and vocational courses are offered and there is also a graded school both for day and boarding pupils.

William Woods College, Fulton, established in 1890, has a grammar school course and a four year college preparatory course. Of the two hundred students more than half live at the school and the majority are in the high school department. The president, Joseph L. Garvin, was succeeded in 1916 by Joseph A. Serena. The college is owned and controlled by the Christian churches of Missouri.

Stephens Junior College, Columbia, is a preparatory school and junior college. The school was established in 1856 and is owned by the State Baptist Association and during its history has graduated nearly five hundred. It offers in addition to junior college work the last two years of high school, preparatory to college. In 1912 the school was standardized as a junior college and James M. Wood, B.S., A.B., University of Missouri, A.M., Columbia, was elected president and since that time the institution has grown rapidly.

Howard Payne College, Fayette, a junior college and academy, enrolls over one hundred and sixty boarding and

day students from Missouri. It is the outgrowth of the Howard High School established in 1844 and is now chartered and under a board of trustees. About half the enrollment is in the junior college, the balance in the high school or special courses. A. Norman Evans, A.B., A.M., is president.

Hardin College and Conservatory, Mexico, was established in 1873 by ex-Governor C. H. Hardin and since that time has graduated eight hundred students. The college is conducted by John W. Million, Johns Hopkins and University of Chicago, who has been president since 1897. At one time Xavier Scharwenka was connected with the music department.

Central College for Women, Lexington, is a boarding school offering high school and junior college work. Z. M. Williams is the head.

Miss Barstow's School, 15 Westport Ave., Kansas City, is a prosperous day school with a resident department for thirty-five girls. It was established in 1883 by Miss Mary L. C. Barstow, A.B., Wellesley. Instruction is offered in all grades from kindergarten through college preparation. Boys are admitted to the primary and grammar grades and fitted for the eastern preparatory schools. The college preparatory course prepares for the larger eastern women's colleges. Miss R. Adelaide Witham, A.B., Smith, is the associate principal and is active head.

Sunset Hill School, 420 W. 57th St., Kansas City, established in 1914 through the initiative of Mrs. Hugh C. Ward, is a country day school. It was the first school of its type west of the Mississippi and is something of a laboratory of modern educational methods. Miss Helen Ericson is the principal.

Loretto Academy, 39th and Roanoke Blvd., Kansas City, has been conducted since 1902 by the Sisters of Loretto. Both day and boarding pupils are accepted. The course of study covers twelve years, through high school.

The St. Teresa Junior College and Academy, Windmoor, Kansas City, is a boarding and day school conducted by the sisters of St. Joseph of Carondelet. High school, junior college and vocational courses are given.

NEBRASKA

Brownell Hall, 556–560 South 28th St., Omaha, was founded in 1863 by Bishop Talbot. It is an Episcopal boarding and day school and the Bishop of Nebraska is president of the board of trustees. During the war the school was closed but it is about to be reopened.

St. Francis Academy, Columbus, established in 1882, has senior, junior and minim departments for boarding pupils.

KANSAS

The College of the Sisters of Bethany, Topeka, is an endowed Episcopal institution chartered in 1861, which maintains instruction from the kindergarten through all grades including college courses. The school offers also facilities in kindergarten training, music and dramatic art. The bishop of Kansas is president and Miss Marinda P. Davis, B.A., is the principal.

Nazareth Academy, Concordia, Kansas, is a boarding school offering four years of high school and junior college work, music, art and other vocational branches.

COLORADO

Wolcott School, at Denver, was established in 1898 by Miss Anna L. Wolcott (now Mrs. Joel F. Vaile), a former Wellesley student. On her marriage in 1913 the management of the school was turned over to other hands. The corporation includes leading citizens of Denver. It is essentially a day school although there is a boarding department for those from a distance. Provision is also made for younger girls. College preparation is a primary aim, but, in its function of providing for the educational needs of the leading families of the city, it makes adequate provision for those who do not wish to enter college. In 1920 Dr. J. D. S. Riggs, who had been acting head, resigned on Mrs. Vaile again resuming direct supervision.

Mt. St. Gertrude Academy, Boulder, is a boarding school, founded in 1892 by the Sisters of Charity, B.V.M. Pupils of all ages are accepted.

San Luis Open-Air School, Colorado Springs, established more than thirty years ago, combines progressive methods with college preparatory standards. The course of study covers twelve years. Little boys are admitted through the grammar grades. A boarding department will be added in 1921. Mrs. Sara Coolidge Brooks, A.B., Wellesley, is the head mistress.

IDAHO

St. Margaret's Hall, Boise, an Episcopalian boarding and day school for girls established in 1892, is the oldest Protestant school in the state. The instruction covers the whole range of girls' education, from kindergarten to college preparation. Miss Leonora Cox was succeeded in 1918 by Miss Naomi Stutzman as principal.

St. Teresa's Academy, Boise, is a Roman Catholic boarding school established in 1889.

UTAH

New Jersey Academy, 55 N. 2d W. St., Logan, is a board-

ing school for girls under the management of the Presbyterian church. It was begun in 1878 by Rev. Calvin M. Parks and Mrs. Parks and has survived many changes of management. Miss Mary H. Martin, A.M., became the principal in 1918.

Rowland Hall, Salt Lake City, established in 1880, is a large Episcopal church school. Its present high standards and prosperity are due to Miss Clara I. Colburne who for nineteen years was principal. The school is well equipped and has a college trained faculty. Miss Georgiana Humphreys, formerly of Huron College, S.D., is now in charge.

PACIFIC COAST STATES

WASHINGTON

St. Paul's School for Girls, Walla Walla, is an Episcopal school established in 1872 for both boarding and day pupils. Miss Nettie M. Galbraith, M.A., is the principal and Bishop Herman Page, D.D., is president.

Holy Names Academy, Spokane, is a Catholic boarding and day school under the direction of the Sisters of the Holy Names. It was chartered in 1891 as one of a group of academies under the same direction. The course of study covers twelve years.

The Saint Nicholas School, 712 Broadway North, Seattle, established in 1910 by Miss Eda Buddecke and Miss Fanny Buddecke, was incorporated in 1917 with Miss Edith Dabney, A.B., Bryn Mawr, as principal, who is assisted by a faculty of college graduates. At present one hundred pupils are enrolled. A complete graded course from kindergarten through college preparatory work is offered. A boarding department has recently been added.

Holy Names Academy, on Capitol Hill, Seattle, is both a boarding and day school. There are primary, grammar, high school and music and art departments.

The Annie Wright Seminary, Tacoma, was founded by the Rt. Rev. John A. Paddock, D.D., Bishop of Washington, in 1884, and has been endowed by the late Charles B. Wright of Philadelphia. Miss Adelaide Preston, B.A., Smith, is principal. Elementary and academic departments are maintained and girls have been prepared for the best eastern colleges. There is an alumnæ association of two hundred.

OREGON

St. Helen's Hall, Portland, is a diocesan Episcopalian resident and day school, established in 1869 and maintained by the Sisters of St. John the Baptist. Instruction is given in all grades from the kindergarten including a two year college

course. The faculty are nearly all college trained women. There is an alumnæ association of three hundred and fifty.

St. Mary's Academy and College, Portland, is a Catholic day and boarding school founded in 1859 and is under the direction of the Sisters of the Holy Names. There are collegiate, academic, grammar, domestic science and music departments.

Miss Catlin's School for Girls, Westover, Portland, is both a boarding and day school offering instruction from primary through the high school grades. It is modeled after the progressive eastern schools.

CALIFORNIA

Hamlin School, 2230 Pacific Ave., San Francisco, is a large residential and day school. Miss Hamlin, the principal, is a native of Massachusetts and a graduate of the University of Michigan. There are over a hundred girls in attendance, thirty of them in the elementary department, to which little boys are also admitted. Thirty boarding pupils are accommodated.

Miss Burke's School for Girls, 3065 Jackson St., San Francisco, is an exclusive day school enjoying the best patronage. Miss Katharine Delmar Burke is the principal.

The Horton School, Perkins and Palm Sts., Oakland, was established as a day school in 1884 by Miss Sarah W. Horton, who conducted it until her death in 1920. It is now continued by Miss Nellie V. Jones and Miss Charlotte F. Center as joint principals. It provides instruction from kindergarten to college preparation.

The Watson School, 87 Vernon St., Oakland, formerly at Berkeley, is a day school accommodating twenty boarding pupils. It has been maintained by Mrs. C. L. Watson since 1908. The school receives girls for instruction in all grades from primary to college and boys up to the age of thirteen. The school's growth has caused its removal to larger and more attractive quarters. Among the patrons are many Christian Scientists.

The Anna Head Boarding and Day School, 2538 Channing Way, Berkeley, established in 1887, has, since the retirement of Miss Head in 1909, been maintained by Miss Mary Elizabeth Wilson, the principal, a graduate of Smith College, assisted by a strong faculty, most of whom are college graduates. The four year high school course is emphasized and a considerable number of the girls enter college, but there are also intermediate and primary departments. The girls come largely from surrounding towns.

Miss Ransom and Miss Bridge's School for Girls, Hazel Lane, Piedmont, established in 1906, has attained so marked

a success that with the assistance of friends and patrons it was incorporated in 1913 and new buildings erected. Miss Marion Ransom, Vassar and Radcliffe and Miss Edith Bridges, University of California, are assisted by a faculty of twenty, more than half of whom are college graduates. The patronage is largely local and there are fifty resident students.

Dominican College, San Rafael, was incorporated in 1890 and is conducted by the Sisters of the Order. Instruction is given from primary to college grade and a school of music is maintained.

The Katharine Branson School, San Rafael, Marin Co., is a day school organized by residents of the community in 1917 and was at first directed by two Englishwomen In 1920 Miss Katharine Fleming Branson and Miss Laura Elizabeth Branson, both Bryn Mawr graduates, assumed full control of the educational management. The course covers all the years of school life including college preparation, with emphasis on the Bryn Mawr requirements. No special courses are given. There is resident accommodation for a carefully selected group of ten girls. **See page 762.**

The Keeney School, 2200 21st St., Sacramento, is a day and boarding school, established in 1915. Mrs. Henry Olin Keeney and Miss Miriam Keeney, A.B., Goucher College, are the principals.

Miss Harker's School, Palo Alto, is a boarding and day school established in 1902 by Miss Catherine and Miss Sara D. Harker, the former a graduate of Vassar. The school's successful growth necessitated the erection in 1907 of its present attractive buildings and its incorporation in 1915. The school provides instruction from Montessori through college preparation, with departments in music, art and post graduate work.

Castilleja School, Palo Alto, has since 1907 been maintained by Miss Mary Ishbel Lockey, A.B., Stanford. The buildings are admirably adapted to the purpose and climate and out of door life is a special feature. There is a large day school, while the fifty resident pupils come from all parts of California and other states. The course of study ranges from primary through college preparatory work.

Santa Barbara Girls' School, Santa Barbara, is a day school with a small boarding department. It was established and incorporated in 1914 by prominent citizens of Santa Barbara. Thorough training in all grades through preparation for college is the purpose of the school. The rapid growth of the school necessitated moving in 1920 to a new site and new quarters. The boarding department accommodates twenty-five girls from seven to nineteen, who come from the East as well

as the West. Miss Marion L. Chamberlain, A.B., Boston University, A.M., Radcliffe, the principal, is assisted by a faculty of sixteen men and women. See page 762.

The Hollywood School for Girls, Sunset Boulevard and Hay Ave., Hollywood, a residential school just outside Los Angeles, is under the joint management of Miss Sophie S. Hogan and Miss Louise Knappen. Recitations and study periods are held out of doors except in rainy weather. Instruction is given in all grades from primary to a four year high school course.

The Marlborough, 5029 W. 3d St., the oldest girls' school in Los Angeles, was established in 1889 by Mrs. G. A. Caswell, the principal. A practical, all round education is given, with special emphasis on thorough training in English. Though it is not primarily a college preparatory school a considerable proportion of its graduates have entered the leading colleges in the East as well as the West. The certificate of the school admits to the California universities and to the comprehensive examinations for Smith, Vassar and Wellesley. There is a large day school and about forty resident pupils are accommodated. A wholly new plant has been built recently. No work below high school grade is attempted and the average age of graduation is about nineteen. Some twenty girls graduate each year and there are over four hundred alumnæ. The patronage is largely from California, but the boarding pupils are from nearly every state in the Union. The faculty consists almost wholly of college graduates. See page 761.

Girls' Collegiate School, "Casa de Rosas," Adams and Hoover Sts., Los Angeles, was established in 1892 by its present principals, Miss Alice K. Parsons, Wells, and Miss Jeanne W. Dennen, Bradford Academy, who had conducted a school in Brooklyn for seven years previously. They are assisted by a college trained faculty. It offers a six year course in college preparation, general cultural subjects, fine arts and home making. The majority of its graduates go to college.

Angeles Vista School, 1844 St. Andrew's Pl., Los Angeles, a small day and residence school, conducted by Ethelwyn Wing, Michigan and Wisconsin, since 1908, is now under the direction of her sister, Miss Oril Wing. The school provides a complete system of education from primary through first year college.

Westlake School for Girls, 333 S. Westmoreland Ave., Los Angeles, is a large school with an enrollment of about two hundred. The school is accredited at the leading women's colleges and provides advanced courses. In 1917 new buildings were occupied. Miss Anna B. Orton of the Orton School,

Pasadena, has recently purchased an interest in the school and is the acting principal.

Miss Thomas' School, 325 W. Adams St., Los Angeles, established in 1910, is a school for girls under fifteen and in the primary and grammar grades, and prepares for the Marlborough and the Girls' Collegiate Schools of Los Angeles. While most of the pupils are from the neighborhood there is accommodation for twenty boarding pupils. Miss Maude Thomas is the principal.

Cumnock Academy, 200 South Vermont Ave., Los Angeles, established in 1804, is under the same direction as the Cumnock School of Expression and carries the same ideals into preparatory work. The college preparatory and general culture courses emphasize the value of the spoken word and maintain that education is ever a question of self-expression. The course covers from primary through high school, but no resident students are received under fourteen years of age. Modern languages are taught exclusively by native teachers. Helen A. Brooks, M.A., director, is assisted by a faculty of college graduates. **See page 779.**

Elliott School for Girls, 158 W. Adams St., Los Angeles, is a boarding and day school for girls with open air classes. Mrs. Louis Bogart Joralmon is the president and Miss Martha C. Weaver, M.A., the principal.

St. Agnes School for Girls, 642 W. 28th St., Los Angeles, is a day and resident school conducted by Mrs. Mark Rice. It offers instruction from kindergarten to college entrance and little boys are accepted in the lower grades.

Palm Hall School for Girls, 642 W. 28th St., Los Angeles, established in 1912, is a resident and day school with outdoor classes and individual instruction in preparation for college. Dorothy B. Rice is principal and William L. Clark is manager.

The Orton School, 120 South Euclid Ave., an English classical school for girls in Pasadena, was established in 1890 by Miss Anna B. Orton, a daughter of Professor James Orton of Vassar, the celebrated naturalist. Miss Orton still controls the school and also the Westlake School, Los Angeles. Miss Katharine Caley, A.B., is associate principal. The four year high school course leading to college preparation may be continued into the first two years of college work.

Huntington Hall, South Pasadena, is a non-sectarian boarding school established in 1905 and conducted by Miss Florence Housel.

Westridge School, 324 Madeline Drive, Pasadena, has been conducted since 1913 by Miss Mary Lowther Ranney and Miss Amie Cecilia Rumney. It is a day school preparing for

all women's colleges. In the primary grades little boys are also accepted.

The Bishop's School, La Jolla, is a day and boarding school established and incorporated in 1910 by the first bishop of Los Angeles. It was made possible by the donation of the first buildings by Miss Scripps and of the land by Miss Virginia Scripps. Other benefactions followed. Miss Margaret Gilman became principal in 1915, and was succeeded in 1918 by Miss Marguerite Barton. Instruction is offered from the primary grades through the high school in preparation for eastern or western colleges.

HAWAIIAN ISLANDS

St. Andrew's School, Honolulu, is an Episcopal school for the young women of the Hawaiian Islands which provides pleasant and comfortable home life for both teachers and pupils. The instruction covers the years of grammar and high school. Opportunities are offered in music and vocational training.

COEDUCATIONAL SCHOOLS

MAINE

Westbrook Seminary, Portland, chartered in 1831, is an endowed school under Universalist control. It offers all secondary courses and a graduate course of two years. There are one hundred and twenty boarding and day students, largely from Portland and the surrounding towns with a sprinkling from other states and foreign countries. The boys and girls are accommodated in separate dormitories. The school has a notable body of alumni including men and women prominent in the affairs of New England. Since 1914 Clarence P. Quimby, A.B., Bates, A.M., Harvard, has been president.

Greely Institute, Cumberland Center, founded in 1868, is a boarding and day school for boys and girls of high school age offering college preparatory, agricultural and domestic science courses. Students living in Cumberland are admitted free. In 1919 E. H. Danforth became principal.

North Yarmouth Academy, Yarmouth, opened in 1814 by the inhabitants of the old town of North Yarmouth, offers college preparatory and general high school courses to both boarding and day pupils. John Otis Hall, Jr., A.B., Harvard, is principal.

Pennell Institute, Gray, was founded in 1876 by Harry Pennell, a former citizen of Gray. It offers college preparatory, general high school, and teacher training courses. Residents of Gray are admitted free of charge, and non-residents are charged a small sum for board and tuition. Melville Clarence Smart, A.M., is principal.

Oak Grove Seminary, Vassalboro, was established in 1850 and incorporated four years later. It is under the control of and largely patronized by the Society of Friends. It is both a day and boarding school offering a high school course with a junior department. Robert Everett Owen is the principal and treasurer of the corporation.

Freedom Academy, Freedom, established in 1836, offers courses of high school grade which include college preparation and agriculture. Dormitory accommodation is provided. Harry M. Woods, A.B., is principal.

Coburn Classical Institute, Waterville, was established in 1820 as an academy preparatory to Colby College. It was given its present name as a result of endowments received in 1874 from Abner Coburn. The school offers college preparatory and general courses to one hundred and sixty boys and girls coming not only from the surrounding towns but also from

throughout northern New England. Drew T. Harthorn, A.M., has been principal since 1913. George Otis Smith, Director, U.S. Geological Survey, is president of the trustees.

Good Will Homes and Schools, Hinckley, a large incorporated, philanthropic institution, was founded in 1889, and is supported largely by subscription. Needy boys and girls over nine and under fifteen who are ready for the fifth grade are given industrial training and schooling through the high school which may be preparatory for college. Boys' and girls' grammar schools are separate but both attend the same high school. The boys live fifteen in a cottage. Parents or friends may contribute $175 toward the support of the pupil if they are able. Pupils are kept at the school eleven months of the year.

East Maine Conference Seminary, Bucksport, an endowed boarding and day school, was established in 1848 by the Methodist Episcopal Church. Deserving boys and girls are given an opportunity to attend school by paying $150 in cash per year and working three hours per day. All standard secondary courses are offered. More than half of the one hundred and forty students earn from twenty-five to seventy-five per cent of their expenses. Elmer R. Verrill, A.B., Bates College, has been president since 1914.

Maine Central Institute, Pittsfield, established in 1866, is a large school drawing its two hundred and fifty students from all over New England. A high standard of scholarship is maintained in all the courses, which fit for any college or scientific school, or train the pupils to be teachers. Since its establishment three thousand six hundred students have enjoyed the privileges of the school. Delbert E. Andrews became principal in 1920. The faculty is college trained.

Higgins Classical Institute, Charleston, was established in 1837 as Charleston Academy, but in 1891 was incorporated under the present name. A four year high school course is offered preparing especially for Colby College. There is also a teachers' training course. There is a new dormitory. William A. Tracy, A.B., Colby, is the principal.

Ricker Classical Institute, Houlton, was established in 1848 by the citizens of the town as Houlton Academy. In 1872 Rev. Joseph Ricker raised an endowment and the name was changed. Over two hundred pupils are enrolled. Jonathan L. Dyer became principal in 1915.

Hebron Academy, Hebron, founded in 1804, has many famous names upon its roll of alumni. Well endowed and beautifully situated, it has under the virile administration of William E. Sargent since 1885 fully maintained its prestige. Its two hundred and fifty students while largely from Maine come from all parts of New England, from the South and West. Its

graduates have been enrolled in all leading American colleges and universities.

Fryeburg Academy, Fryeburg, has been a coeducational school since its establishment in 1792 and remains a vigorous institution with high school courses attended by over one hundred and thirty. The principal is Edwin K. Welch.

Parsonsfield Seminary, North Parsonsfield, was founded in 1832 by the Free Baptists. The four year high school courses offered include agriculture, domestic science and teacher training. A new dormitory has been erected. Sumner Leighton Mountfort, A.B., Bowdoin, is the principal.

Thornton Academy, Saco, is a well endowed academy which for more than a century has provided excellent educational facilities for the boys and girls of the region.

Berwick Academy, South Berwick, founded in 1791, had for its first master Samuel Moody, who received ninety pounds a year and sixpence a week for each pupil. Since 1820 it has been coeducational. In 1894, through the munificence of Mrs. William H. Fogg, a fine new building was erected which also houses the village library. It is a day school, offering a four year college preparatory course. Ernest L. Gray is principal.

NEW HAMPSHIRE

New Hampton Literary Institution and Commercial College, New Hampton, established in 1821, is a vigorous and endowed institution. It has two thousand living alumni in New Hampshire and as many more in other New England states, among them several state governors. Frank W. Preston, A.M., is the president and business manager and Harold M. Smith, A.B., is principal.

Brewster Free Academy, Wolfeboro, founded in 1887, was named for John Brewster, by whose bequest it was liberally endowed. It continues the life of the Wolfeborough and Tuftonborough Academy, which was chartered in 1820. It is open to all boys and girls of high school age, offering classical, scientific and commercial courses, with special opportunities in practical arts, domestic science and music. There is no charge for tuition in any department and living expenses are reduced to the lowest practicable limit. Charles W. Haley is principal.

Tilton Seminary was founded in 1845 and incorporated in 1852 as the New Hampshire Conference Seminary. Removed in 1862 to Tilton, nineteen miles north of Concord, it adopted its present corporate name in 1903. In its long history it has enrolled over eight thousand students and today is attended by three hundred and seventy-five, one third of whom come from outside the state. Under the strong and able administration of George L. Plimpton, who has been the principal since

1896, the seminary has greatly increased its endowment and numbers and is well equipped to maintain the best traditions of the old academies. The New Hampshire Conference in 1918 subscribed for half of a $300,000 endowment.

Proctor Academy, Andover, is the successor of the old Andover Academy, established in 1879. It is a boarding and day school offering four years of high school work, in preparation for college or in agriculture, domestic science or commercial studies. Arthur G. Fletcher, A.B., Harvard, 1907, after a broad experience in teaching throughout the country became head master in 1919. He brings to his work a vigorous and earnest personality and is raising the school to higher standards.

Colby Academy, New London, was opened in 1837 as the New London Academical Institution. In 1853 it was renamed in honor of the Colby family who had long been friends of the school and who added to its endowment. It is a boarding and day school—a successful and prosperous survival of the old fashioned academy type. Its varied courses attract about one hundred and fifty students from New England, chiefly New Hampshire. Gaius H. Barrett, Ph.B., is head master.

Kimball Union Academy, Meriden, was opened as a Congregational boys' school in 1813, but in 1840 a newly started seminary for girls united with it. The one hundred and fifty pupils, though largely local, represent eleven states and four foreign countries. Charles Alden Tracy, B.L., Dartmouth, has been the principal since 1905.

Austin-Cate Academy, Center Strafford, was established in 1833 as Strafford Academy, by the Freewill Baptists. Its present name, authorized in 1907, commemorates two benefactors. There are separate dormitories for boys and girls, and the school owns a farm. Instruction is given in high school subjects.

Sanborn Seminary, Kingston, was built and endowed by Major Edward S. Sanborn in 1883. It offers college preparatory and general courses to one hundred boarding and day students who come from surrounding towns. The school has graduated three hundred, of whom more than one fourth have entered college. Z. Willis Kemp, A.B., A.M., Bowdoin; Ph.D., Univ. of Ill., is the principal.

Pinkerton Academy, Derry, is an old time New England academy founded in 1814. Robert L. O'Brien, of the *Boston Herald,* is perhaps its most prominent alumnus. Perley Horne, A.M., Harvard, principal since 1917, has had a varied experience in secondary education, including ten years in Hawaii.

New Ipswich Appleton Academy, New Ipswich, the second oldest academy in New Hampshire, was founded and incorporated in 1789. In 1853 it was endowed by Samuel Appleton.

It provides sound instruction for forty local pupils. There is dormitory accommodation for a small number of girls.

VERMONT

St. Michael's College, Winooski Park, is a Catholic boarding institution, opened in 1904, which offers high school and junior college courses.

Lyndon Institute, Lyndon Center, founded in 1867, has since 1012 been munificently supported and endowed by the late Theodore N. Vail. In addition to the usual secondary studies it offers a course in agriculture for boys and courses in household arts for girls. Over two hundred and fifty are enrolled. Ozias D. Mathewson, A.M., is the principal.

St. Johnsbury Academy is a large school of local patronage, accommodating three hundred and thirty students. It was founded and endowed in 1843 by three brothers of the Fairbanks family. Scholarships and many gifts enable the school to offer varied courses at low cost. College preparation is the first aim, but instruction is offered in industrial training, domestic science, commercial work and fine arts. The principal is Joseph A. Davis.

Montpelier Seminary, established in 1832 at Newbury, is a flourishing school under Methodist influence, giving a good educational training at low cost. In 1866 the school moved to Montpelier. Special emphasis is put on college preparation and a large percentage of its graduates go to college, although a variety of other courses is offered, including music, art, commercial studies and a teacher training course. There is also a lower school. There is an enrollment of more than two hundred, largely from Vermont. The principal since 1914 is the Rev. John W. Hatch, Univ. of Maine '88, who is a man of enthusiasm and initiative.

Goddard Seminary, Barre, was opened in 1870 under the auspices of the Universalists. The school is well endowed and offers a number of scholarships. A self-boarding plan reduces the expense. High school, commercial and teacher training courses with opportunities in music and art are offered. Orlando K. Hollister, A.M., Litt.D., is the principal.

Troy Conference Academy, Poultney, established in 1834 by the Methodists, is a boarding school with separate dormitories for boys and girls coming from all parts of the United States, but largely from New York and New England. Since the destruction by fire of the old building in 1908 new buildings have been erected, so the equipment is modern. The school has received many endowments and generous gifts and is thus able to offer thorough instruction at a moderate cost. Charles L. Leonard, A.B., D.D., is the principal.

Burr and Burton Seminary, Manchester, opened in 1833, was the first coeducational institution in the state. It is a well equipped, endowed day and boarding school, offering four years of high school work with commercial studies and opportunities in music. There is also a teacher training course.

Vermont Academy, Saxtons River, established in 1876 by the Baptists, was for a number of years operated as a boys' school. During the war it was temporarily closed, but new endowment has been received, and it will reopen in 1921 for both boys and girls.

MASSACHUSETTS

Miss Hammond's School, 385 Essex St., Salem, is a day school offering instruction from kindergarten to senior high school and is conducted on modern and progressive lines by Miss Josephine Hammond, S.B., formerly professor of English in Reed College. The school was established in 1891 by Miss Bertha M. Howe and until recently was known as the Howe School.

The Buckingham School, 2 Buckingham Place, Cambridge, is a day school for boys and girls with primary, grammar and first year high school classes. Boys are kept only through the fifth class. The school was begun by Miss Markham in 1893, incorporated in 1902, and has since been under the administration of Miss Katharine M. Thompson, A.B., Radcliffe. It is patronized by families of the Harvard Faculty and Old Cambridge.

The Shady Hill School, Shady Hill Sq., Cambridge, is a modern outdoor day school for boys and girls, incorporated as the Cooperative Open Air School. It is directed by a Board of Overseers elected by the parents as stockholders. It owes its origin in 1915 to the initiative of Professor and Mrs. William Ernest Hocking. Many of those interested are connected with the faculty of Harvard University, and several of the teachers are wives of professors. Provision is made for pupils from a sub-primary group through a group corresponding to a third year of high school. Miss Florence Luther Cobb is principal.

The Beaver School, 9 Beaver Place, Boston, is a modern elementary school which has been developing successfully for several years and is now incorporated. Afternoon classes are conducted in musical appreciation, scouting, dancing and crafts.

Beacon School, 1440 Beacon St , is a day and boarding school for boys and girls of all ages It was established in 1917 under the auspices of Christian Scientists but receives children of all denominations. It has had a successful and rapid growth. Instruction is given from the kindergarten through all the primary and intermediate grades including college preparation.

Household arts and manual training, music, art studies and current events are some of the special features of the curriculum. The school estate in the Blue Hills is used for afternoon and week end outdoor life and for a summer camp. See page 763.

The Park School, Hedge Rd., Brookline, is a large and successful elementary school for girls and boys, patronized by the leading families of Brookline. Miss Pierce established the school in 1887, and Miss Julia B. Park, Wellesley '01, is the principal.

Chestnut Hill School, Hammond St., Chestnut Hill, is a day school for boys to the age of eleven and girls to the age of fifteen. It was begun in 1893 and continued by the Misses Cushman, until in 1919 it was taken over by a group of parents and citizens and reorganized on more modern and progressive lines. There are afternoon classes in carpentry and dancing. Miss Mary Morse is principal of the primary department. The principal of the upper school is Miss Clara Bentley, A.B., Vassar, formerly of the Guild and Evans School.

Milton Academy, Milton, originally a coeducational school, now maintains in addition to separate girls' and boys' schools, a coeducational Lower School for boys and girls from nine to twelve.

The Dedham School, 700 High St., Dedham, occupies what was formerly Miss Faulkner's House of Education. It was opened under the present organization in 1918 by Miss Bertha Hewins who for twenty-one years had been principal of the Hewins School in West Roxbury. It is for girls and boys from five to fourteen. A Shakespeare play is given each year.

Eastern Nazarene College, Wollaston, was organized in 1900 at Saratoga Springs, as Pentecostal Collegiate Institute. Since 1919 it has occupied the buildings of the former Quincy Mansion School. In addition to the collegiate and theological courses, four years of high school work are offered.

Thayer Academy, South Braintree, endowed by General Sylvanus Thayer in 1877, is a school of local importance, maintaining a high scholastic standing as a college preparatory school. Classes are small and special attention is given to physical training. A limited number of boarding pupils are received and placed in homes under careful supervision. William Gallagher retired in 1910 after a quarter of a century's labor. The new head master is Stacy B. Southworth, A.B., Harvard 1900, who had long been the master in the Boston Latin School, and is joint owner of Camp Marienfeld.

Derby Academy, Hingham, was founded and endowed in 1784 by Madam Sarah Derby. Throughout its long history it has provided instruction for boys and girls from Hingham and the adjacent towns. As conducted today it is a day school

providing instruction from kindergarten through the grammar school grades. The principal, Mrs. Marita M. Burdett, formerly of Chestnut Hill School and Volkmann School, receives a few boarding pupils in her home.

Dean Academy, Franklin, twenty-eight miles southwest of Boston, is a day and boarding school of which Arthur W. Peirce has been head master since 1897. There are over two hundred and fifty boys and girls in attendance, many of whom are from New England.

Lancaster Junior College, South Lancaster, was established in 1882 and is maintained by the Seventh-day Adventists. In 1918 it adopted its present name. It offers high school, vocational and junior college courses. The dormitories accommodate about one hundred and fifty.

Cushing Academy, Ashburnham, an endowed boarding and day school opened in 1875, bears the name of its first benefactor. There are about one hundred and seventy students coming from all over New England. Hervey S. Cowell, Bates College, who since 1875 has devoted his life to educational work, has been the principal since 1887.

New Salem Academy, New Salem, was incorporated in 1785 and has a limited endowment which enables it to offer considerable facilities at a low price. The course covers the high school grades. Arthur J. Clough, long the principal of Lawrence Academy, Groton, was in 1920 appointed principal.

Deerfield Academy, founded in 1799, is on Albany Road, Old Deerfield. The Dickinson bequest and an annual grant from the town permit the trustees to offer excellent facilities at a moderate price. Frank L. Boyden, Amherst '02, has devoted his whole career unswervingly to the development of the academy. Here he was the first to work out successfully a system of compulsory athletics. The social community life of the school and the general participation in amateur dramatics are a means of vital training and of developing personality. The course covers four years of high school in preparation for college. The boarding department accommodates fifty boys. One half of the local day students from the region roundabout are girls. **See page 675.**

Ames Family School, Chicopee, is a small home school for young children from three to twelve. It is conducted by Mrs. E. Woodworth Hale and her daughter, Miss Eleanor Ames Hale, in an old Colonial homestead in spacious grounds. Children may be entered any time. **See page 768.**

American International College and Academy, Springfield, chartered in 1885 as the French-Protestant College in Lowell, moved to Springfield three years later, and changed to its present title in 1905. Its students, all over fifteen, represent

twenty-seven or more nationalities and races, and are never more than ten per cent of American birth. Some scholarships are available. A high school course and advanced work in languages and philosophy are offered. Chester Stowe McGown, M.H., is the chancellor.

RHODE ISLAND

The Gordon School, 405 Angell St., Providence, the only private open air school in the state, offers a seven year course preparing for secondary schools. Dr. Helen W. Cooke, the principal, who established the school in 1910, is assisted by a faculty of seventeen.

The Misses Bronson's School, 313 Hope St., Providence, is a day school for boys and girls, established in 1896. There is a Montessori School for children from three to six and instruction is provided through all the primary and grammar grades. Miss Cornelia C. Bronson and Miss Caroline A. Bronson are the principals.

The East Greenwich Academy, East Greenwich, a boarding school established in 1802, is conducted by a board of trustees under the Methodist Episcopal Church of New England and northern New York. It offers college preparatory, commercial, and music courses at low cost, and while it draws one hundred and fifty boys and girls from all over New England, its patronage is largely local.

CONNECTICUT

The Edgewood School, Edgewood Drive, Greenwich, formerly the Lanier School, has since 1917 been under the direction of Mrs. Marietta L. Johnson, the founder of the Organic School at Fairhope, Ala. The same principles are applied to the education of boys and girls from four to sixteen years of age. Both boarding and day pupils are accommodated. Mrs. Johnson here conducts a summer session for training teachers.

The Unquowa School, Bridgeport, is a cooperative day school established in 1917 by a stock company of parents. It is on the outskirts of the town in a country environment. Progressive modern methods are followed. Alternate days there are afternoon sessions. Edward A. C. Murphy, A.B., Brown, formerly at Wabanaki and Flatbush, is the principal.

Morgan School, Clinton, was founded and endowed in 1871 by the late Charles Morgan of New York City, a native of Clinton. The school includes elementary and secondary grades through college preparation and enrolls nearly two hundred and fifty boys and girls. George E. Eliot, A.B., Yale '86, A.M., '88, has been principal since 1899.

The Norwich Free Academy, Norwich, originated in a move-

ment of leading citizens as early as 1846 which culminated when the academy was incorporated in 1854. It differs in type from both the academies and high schools, between which it is historically a connecting link. As early as the closing years of the eighteenth century there had been an old-time private academy at Norwich. The movement to establish a free academy met with great opposition for many at this time opposed free education beyond the elementary schools. The orators of the day, including Daniel Webster, were enlisted, and the agitation which resulted did much to further the development of the high school system, but in Norwich no high school was established. Though amply endowed the free academy makes a nominal charge to residents of the town and exacts a low tuition from non-residents. The school was early influenced by the Putnam School of Newburyport, no longer existing.

The Norwich Free Academy has served a useful purpose and continues its successful career as a coeducational school with an attendance of over six hundred from Norwich and adjoining towns. To Robert Porter Keep, Yale '65, who was principal from 1885 until he resigned in 1903 to take charge of his aunt's, Sarah Porter's school at Farmington, the school owes hardly less than to its founders. Henry A. Tirrell has been principal since 1904.

The Gilbert School, Winsted, is a private high school established in 1895 by the bequest of the late William L. Gilbert. It is a day school, free to the people of the town with a nominal tuition to those from outside. Walter D. Hood, A.B., is the principal.

NEW YORK

The City and Country School, 14 MacDougal Alley, New York City, is an interesting experimental school endeavoring to develop natural methods in the education of children from three years of age. A class is being added each year. The school is supported in part by subscriptions so that half the children come from working class families. In addition to the staff, the Bureau of Educational Experiments maintains on full time in connection with the school a psychologist, a physician, a home and school visitor and a recorder. A summer play camp is conducted at Hopewell Junction, N.Y. Miss Caroline Pratt is the director.

Friends Seminary, 226 E. 16th St., New York City, has been maintained since 1860 as a day school for boys and girls from kindergarten through high school. John L. Carver, Swarthmore Coll., Univ. of Pa., and Miss Alice S. Palmer, A.B., are the principals.

The Lincoln School of Teachers College, 646 Park Ave., New York City, is the title assumed by the much heralded new or modern school supported by the General Education Board. It opened in the fall of 1917, occupying the building of the former Charlton School. The school is "established for the purpose of contributing by experiment to the development of a curriculum adapted to modern conditions." The director is Otis W. Caldwell, formerly head of the department of Natural Science in the School of Education of the University of Chicago.

The Washington School, 17 60th St., New York City, organized in 1920, is for boys and girls of superior intelligence as determined by psychological tests. Pupils must have an intelligence quotient of at least one hundred to be admitted. The head master is Philip W. L. Cox.

Mr. Picke's School, 59 E. 64th St., New York City, is for the tutoring of pupils of any age or either sex. Mr. Herbert L. Picke formerly conducted St. George's School and still conducts a summer tutoring school at Ridgefield, Conn.

Open-Air School, 122 E. 64th St., is a day school for children from four to twelve, conducted by Miss Josephine Emerson. The mornings are given over to more formal instruction and the afternoons to carpentry, fine arts, nature study and playground activities.

Miss Nightingale's Classes, 20–22 East Ninety-Second St., were established in 1918 with an enrollment of seventy-five children, now doubled. For twelve years previously Miss Nightingale had classes in private houses. Children are taken as early as five years in the primary grade and continue until they go to college.

Ethical Culture School, Central Park West and 63d St., New York City, a day school, was established in 1878 by Felix Adler, who had established the New York Society for Ethical Culture two years before. The aim of the school is social and ethical. It is democratic, comprising among its pupils the children of the rich, the middle classes and the poor. The school provides instruction from kindergarten through college preparation and maintains departments in art, science and shop work. In 1912 an open air department was inaugurated where the children study and recite in the open air the year round. There are in attendance upward of seven hundred and fifty pupils. **See page 772.**

The Children's School, 32–34 W. 68th St., New York City, was begun by Miss Margaret Naumburg in 1914 with the purpose of helping children from two to eleven years of age to create their own environment in response to their spontaneous needs and interests. It has achieved success not alone from

the endorsement it has received from prominent educators of the merit of its work, but because it has filled a real need.

The Clark School for Concentration, 72d St. and West End Ave., New York City, is a successful tutoring school preparatory to college. There is a separate school for girls at 301 W. 73d St. It is the successor of the Groff School.

The Social Motive School, 526 W. 114th St., New York City, facing the open grounds of Columbia University, is a school for boys and girls including a kindergarten elementary school and a junior high school. It attempts to reflect the purposes and needs of social life, providing education for health, citizenship, practical efficiency and recreation. The school makes use of intelligence tests and standard tests and measurements of achievement in grading pupils and promoting their progress. Miss Bertha M. Bentley, the principal, was formerly a supervisor in Speyer School, the demonstration school of Teachers College.

Horace Mann School, Broadway and 120th St., New York City, conducts an elementary school and kindergarten for boys and girls. **See page 764.**

Rhodes Preparatory School, 8–14 W. 125th St., New York City, established in 1911 as a memorial to John Cecil Rhodes, enrolling over fifteen hundred students, efficiently prepares boys and girls for college and professional schools. There are both day and evening classes. Leo Freedman, B.S., B.Ed., is president.

Sun Institute of Art, Study and Play, 473 West End Ave., New York City, continues the work of S. Mildred Strauss, begun in 1917. The program includes play and recreation groups, dancing, dramatics, music and tutoring.

The Montessori School and Children's House, 673 West End Ave., New York City, was established in 1914 by the director Mrs. H. Reno Margulies, a member of Mme. Montessori's Training Class in Rome in 1913. Children are taken up to ten years. Music, ear training, physical development, open air plays, nature study are features of the school.

The School of Natural Development, 620 Riverside Drive, New York City, was formerly known as the Montessori Children's House. Children from three to twelve are admitted. The director is Miss Belle Thompson, who is a graduate of the first international Montessori Training Class, Rome.

Adelphi Academy, Lafayette Ave. and St. James Pl., Brooklyn, founded in 1863 was incorporated in 1860. It provides sound instruction in elementary and secondary school studies in preparation for college or business. It is a city day school with more than eight hundred students in attendance, two thirds of whom are in the elementary department. Eugene C.

Alder, A.B., M.A., a graduate of Kansas and Harvard, is the principal.

Friends School, 112 Schermerhorn St., Brooklyn, is a day school for boys and girls with a large elementary department. The school has been conducted by the Society of Friends under a board of trustees for half a century. Guy Wilbur Chipman, A.M., is the principal. The little children and some of the older classes recite on the roof in the open air.

The Flatbush School, Newkirk Ave. and E. 17th St., Brooklyn, established in 1914 to meet a neighborhood need, now enrolls over two hundred and fifty pupils from all parts of the city, most of whom are of elementary school age. Many features of the country day school have been adopted, and the development is along that line. Dwight R. Little, the principal, is a graduate of Williams, with degrees in education from New York University, and was for seven years head of Froebel Academy, and previous to that instructor in the Brooklyn Polytechnic.

Friends Academy, Locust Valley, L.I., was established and incorporated in 1876 by Gideon Frost. It is a prosperous boarding and day school. The lower school offers varied courses and in the upper school college preparation is emphasized. There is a music department, and courses in manual training and domestic arts are given. S. Archibald Smith, formerly head master of the Pingry School, is principal.

Shore Acres, West Islip Boarding and Country Day School, Babylon, for boys and girls from four to eighteen, was opened in 1920 by Miss Mary M. Hadden, who had the previous year conducted the Grafton School at Chevy Chase, Maryland.

The Winnwood Home School, Lake Grove, Long Island, established in 1914 by Earl J. Winn, the present principal, offers instruction in all grades from kindergarten through college preparation.

The Staten Island Academy, New Brighton, established in 1884, is a large day school which offers an advanced progressive school program under the most capable auspices to over two hundred boys and girls from the kindergarten grades upward. It is maintained by a corporation for the good of the community. John F. Dunne, Ph.D., Columbia, is the head master and his faculty are college or professionally trained. The enrollment of over two hundred is chiefly in the elementary departments, but over one hundred boys and girls have entered the leading colleges. This is a thoroughly progressive school actuated by the best modern ideals of what education should be.

Pelham Manor Day School, Pelham Manor, was organized in 1917 by six residents as trustees, to offer thorough modern instruction for children of the community, from primary through

college preparation. Miss Emily D. Larrabee, Bryn Mawr 1902, is the principal.

The Glover School, Bronxville opened in 1919, is a kindergarten and primary school, limited to forty children. It follows the plan of Mrs. Johnson's schools of organic education.

Roger Ascham School, White Plains, was established in 1910 by Mrs. Joseph Allen (Annie Winsor), a sister of the Winsors of Boston. Mrs. Allen has sound and clearly defined ideas on the education of children, and is author of an inspiring book, "Home, School and Vacation." The Roger Ascham School was established to put these views into practice and has met with marked and merited success. It is a day school for both boys and girls of all ages from kindergarten to college. To provide for the demand a branch school at 129 E. 79th St., New York City, has been opened for fifty boys and girls under eleven. Matthew P. Gaffney became head master in 1917.

The Children's House, Tarrytown-on-the-Hudson, is an informal home for normal children from three to twelve years, where children lead a happy, educative life, well cared for. Mrs. J. C. B. Hebbard, formerly of California, is the principal.

The Scarborough School, Scarborough, is a modern school for boys and girls established in 1913 by Mr. and Mrs. F. A. Vanderlip, primarily for their own children. It was developed under the management of Miss Elizabeth M. Dean. In 1917, under the direction of Dr. Ernest Horn of the University of Iowa, the school undertook to demonstrate the practicability of modern educational practices. Still more recently Mr. and Mrs. Vanderlip have made the beautiful building and grounds of their estate overlooking the Hudson the center of the community activities of the Beechwood Chorus, Players and Recreation Club. A broad course of study is offered, and instructors are most carefully selected. The whole spirit of the school is modern, one of social service. Especially interesting is the attempt to interpret industrial life. Excursions, lectures, and motion pictures, socializing influences, art, dancing, music and science are all utilized in the curriculum. Mr. Wilford M. Aikin, formerly of Ohio State University and Teachers College, is director.

Grayrock Country Home School, Chappaqua, Westchester Co., established in 1909, is a small boarding and day school for boys and girls from five to ten years of age. Mrs. John Cox, Jr., is director.

Mrs. M. Lewtas Burt's Boarding School, Graylock, Peekskill, is for twenty-four children under ten years of age. Preference is given to those under five.

Glens Falls Academy, Glens Falls, established in 1841, is a day school with a twelve year course. It offers college prepara-

tion and opportunities in music. J. Thacher Sears, A.B., Harvard, is head master.

Hartwick Seminary in the town of the same name in central New York, both named for their founder, was opened in 1797. As provided by the charter its principal, J. G. Traver, is a Lutheran clergyman, and academic and theological courses are given.

Utica Country Day School, Utica, was organized in 1920 by public spirited citizens. It takes the place of Miss Knox's School and several other smaller schools and will provide eventually, in a new plant, modern and progressive education throughout the day. The trustees, after extended search, were fortunate in securing as their first head master, Mr. Frank R. Page, Harvard, who had made a national reputation through his progressive work at Staten Island Academy.

The Cazenovia Seminary, Cazenovia, in the lake region of central New York, was founded as early as 1824, and is the oldest continuously existing Methodist Conference seminary. In its long history it has done much for education in New York State. In the ninety-six years of its existence it has had more than fifteen thousand students many of whom have since become prominent. It is a prosperous, endowed boarding and day school offering a wide range of courses. It is attended by nearly three hundred students. Rev. Charles E. Hamilton, A.M., D.D., became president in 1915.

Immaculate Heart Academy, Watertown, is a school for girls and young ladies with a separate boarding department for boys under fifteen. It was chartered in 1905 and is conducted by the Sisters of St. Joseph. Primary, grammar and high school grades are covered.

The Oakwood Seminary was founded in 1796 as the Friends' Academy at Nine Partners, and was subsequently removed to Union Springs on Cayuga Lake, where it was incorporated in 1860, receiving its present name in 1876. It is an endowed college preparatory school accommodating over eighty boys and girls, one third of whom are day pupils. W. J. Reagan, A.B., A.M., became principal in 1916.

Palmer Institute–Starkey Seminary, Lakemont, was founded in 1839, on Lake Seneca. In 1892 the name was changed because of the benefactions and endowment of Francis A. Palmer. It is a boarding and day school with elementary and high school departments. Martyn Summerbell, A.B., D.D., LL.D., N.Y. City Coll.; LL.D., Elon, has been the president since 1898.

Genesee Wesleyan Seminary, Lima, eighteen miles south of Rochester, was established by the Genesee Conference in 1832. It enrolls over two hundred boarding and day students, nearly

all from New York State. A variety of courses is offered both in the elementary and high school work, but college preparation is emphasized. The Rev. Earl D. Shepard is the president.

Houghton Seminary, Houghton, was established in 1883 by the Wesleyan Methodists. It offers instruction in all grades from elementary to college and theological school. There is dormitory accommodation.

Park School, Jewett Ave. and Main St., Buffalo, is a modern school providing progressive education for boys and girls in the kindergarten and elementary grades. Miss Mary H. Lewis, the principal, a pupil of John Dewey, was formerly at the Horace Mann School. The work of children under her direction is characterized by spontaneity.

NEW JERSEY

Hoboken Academy, Hoboken, is a day school founded in 1860 by the German speaking residents of Hoboken, that their children might attend a school based upon German ideals of thoroughness and receive instruction in that language. Since 1902 the upper school has devoted itself largely to college preparation with special emphasis on modern languages. William C. Raymond, A.B., Pd.M., N.Y. Univ., is the principal.

Passaic Collegiate School, Passaic, a day school for boys and girls established in 1896 under a board of trustees, occupies a new building specially adapted to school purposes. Miss Maude M. Browne, Columbia Univ., is the principal.

Old Orchard School, Leonia, established in 1913 by its present head, Mrs. Anna G. Noyes, graduate of Teachers College, is a modern home school for children from four to eight. The schoolroom is a workshop. The orchard is equipped for outdoor games and gymnastics.

The Ferrer Modern School, Stelton, was established in New York City in 1911 to carry out the Libertarian ideas and methods in education which had been inaugurated by Ferrer, the Spanish educator. In 1914 the school was moved to the Ferrer Colony of one hundred and forty acres. Of the one hundred members most of them are philosophical anarchists. The school is continuous throughout the year and provides instruction from the earliest age to college.

Somerset Hills School, Far Hills, established in 1915, is a modern and progressive boarding and day school for young boys and girls. Harold B. Lance, A.B., the head master, has a summer camp in the Catskills.

The Short Hills School, Short Hills, for a number of years maintained by Henry F. Twitchell as the Community School, has now been incorporated by its patrons and has reverted to

its original name. George A. Land, Ph.D., is the head master. Instruction is offered from primary through high school grades.

The Newark Preparatory School, Newark, was started by Leon Terry in 1917. In 1918 it absorbed the Newark Commercial School, and in 1919 was incorporated. It offers specialized and intensive instruction in preparation for college examinations for both boys and girls.

Universal Preparatory School, Newark, is a day and boarding school offering instruction to both boys and girls preparatory to college.

Prospect Hill School, Trenton, was established and incorporated in 1917. It is a modern cooperative day school. The work of the school includes household, industrial and fine arts, music, folk dancing, sports and games. Miss Sherred W. Adams, the principal, formerly taught in the Horace Mann School.

PENNSYLVANIA

Friends' Select School, 140 N. Sixteenth St., Philadelphia, is a descendant of the earliest school established by the Friends in 1689 and is still under their direct management. The two schools for boys and girls, which had been separate since 1832, were united in 1886. It is a day school emphasizing college preparatory work with a large elementary department. The school has an unusually well equipped playground and excellent provision for manual training and domestic science. There is definite religious instruction. Walter W. Haviland, A.B. Haverford, is the principal.

Friends' Central School, 15th and Race Sts., Philadelphia, founded 1845, counts among its pupils many grandchildren of earlier ones. It is a large day school providing instruction from elementary through high school. Charles Burton Walsh, formerly of the Ethical Culture School, in 1919 succeeded Dr. John W. Carr as principal.

Temple University, Philadelphia, maintains under the direction of Miss Irene Kramer, in connection with the Teachers College, a model school, which has been in operation since 1894. It has facilities and organization that enable a pupil to cover the work of the elementary grades in seven years. It provides special teachers in language, music, handicraft and physical education, and gives departmental instruction throughout. **See page 775.**

Montessori Boarding and Day School, Spruce St. at Fortieth, Philadelphia, was established by Mrs. Anna W. Paist in 1914, the first in this country. The school is for children three to twelve years. Of the fifty enrolled twenty are in the boarding department. A training course for teachers is given and a summer camp is maintained.

The Central Preparatory School, 1421 Arch St., Philadelphia, maintained by the Central Branch, Y.M.C.A., offers elementary and high school day and evening courses and tutoring in preparation for college, medicine, engineering and law. The business courses are open to men and women. B. C. Crowell is the principal.

Oak Lane Country Day School, Oak Lane, Philadelphia, was established in 1916 to meet the modern demands for the better education of children. It is the aim of the school so to coordinate the various experiences of the child that he will develop in the freest and fullest manner possible for him. Each child is studied scientifically and much use is made of the psychological and standard tests as a basis for diagnosis. The school was recently affiliated with the University of Pennsylvania, as a school of observation for the School of Education. Francis M. Garver, A.B., A.M., Columbia, the head master, is one of the leaders of progressive education.

Germantown Friends' School, the largest of the Orthodox Friends' schools in and about Philadelphia, was established in 1845 for their children exclusively, but since 1885 all denominations have been admitted. In 1849 oversight of the meeting was discontinued and the school was conducted as a private enterprise for nine years when the Friends again assumed control. It is a successful day preparatory school attended by over five hundred girls and boys and is so popular as to have a waiting list. Nearly all the boys and a large proportion of the girls enter college each year. Stanley R. Yarnall has been the principal since 1898.

Shady Hill Country Day School, West School House Lane, Germantown, established in 1912, was a pioneer school in the progressive movement. Beginning as an elementary school it now carries children through college preparation. Progressive methods justified by experience elsewhere as sound and worth while are used.

Westtown School, Westtown, is a boarding school under the management of Friends (Orthodox), and only children of Friends are admitted. Pupils come from many Friendly centers throughout the United States. The school was founded in 1799 and over thirteen thousand boys and girls have been educated there. Seventy-five per cent of the graduates go to college. There are also courses in agriculture and home economics. Friendly ideals of democracy and simplicity of living prevail in a religious atmosphere. George L. Jones, A.B., is the principal.

Abington Friends' School, Jenkintown, established early in the eighteenth century, is an elementary day school for boys and girls from kindergarten to high school. The school works along

the line of individual instruction to an appreciable extent. Home study is reduced to a minimum by close application while at school and by supervised study periods in small groups. Miss Lillian M. Kellogg is principal.

The Academy of the New Church, Bryn Athyn, has maintained since 1881, in addition to its college, a secondary school with two departments, The Boys' Academy and The Girls' Seminary, each under a separate principal, the institution as a whole being under the administration of C. E. Doering.

George School, George School P.O., Bucks County, twenty-five miles northeast of Philadelphia, is a liberally endowed boarding school under the management of Friends. It was established in 1893 in accordance with the will of John M. George, providing for the education of the children of Friends, however poor. It is a large and growing school enrolling two hundred and fifty students of the last year of grammar and high school grade, drawn from all over the eastern states, sixty per cent of whom are from Quaker families. About half the graduates enter college. There are over five hundred alumni and four times that number of former non-graduate students. George A. Walton, A.M., a graduate of the University of Pennsylvania, has been principal since 1912. George H. Nutt and Emily Atkinson are associate principals.

The Easton Academy, Easton, has for a generation and more provided instruction from primary to college preparation, and has an attendance of about one hundred local students. The school is the successor of earlier schools of the town extending back to the eighteenth century. It has been under its present name and organization since 1884. Samuel R. Park became principal in 1887 and in 1893 sole proprietor. Of the three hundred graduates of the school many have entered the leading colleges.

Perkiomen Seminary, Pennsburg, is a prosperous coeducational school reorganized in 1892 under the patronage of the Schwenkfelder Church, with Rev. Oscar S. Kriebel, A.M., B.D., Oberlin; D.D., Franklin and Marshall, as the principal. Since then it has steadily grown and now draws three hundred students from Pennsylvania and adjacent states. Among its nine hundred alumni, six hundred and seventy-five have entered higher institutions of learning, including the leading colleges and universities of the country. The school does commendable work in helping young people of limited means to an education.

Schuylkill Seminary, Reading, is attended by one hundred and fifty students, mostly day pupils from nearby towns. It was established at Reading by an Evangelical Association in 1881, but from 1886 to 1902 was located at Fredericksburg. Since 1902 it has been located at Reading. The school offers

preparation for college and theological or other professional schools. Rev. Warren F. Teel, Ph.B., Northwestern College; A.M., Univ. of Penn; D.D., Franklin and Marshall, has been the principal since 1901

Wyoming Seminary, Kingston, in the Wyoming Valley, was founded in 1844. It is a prosperous example of the old time academy, providing liberally for the education of the sons and daughters of the region round about. There are over five hundred students annually in attendance, one half of whom take the academic courses. Dr. Levi L. Sprague, an alumnus of the institution, has been connected with the school since 1868 and has been the president since 1882.

Johnson School, Richmond Hill, Scranton, is a privately endowed school of useful arts and trades, founded by Orlando S. Johnson for boys and girls of Lackawanna County.

Williamsport Dickinson Seminary, founded in 1848 by the Methodists, is attended by over three hundred students from Williamsport and nearby towns of central Pennsylvania. The generous gifts of friends enable the school to offer a variety of courses at low cost. The Rev. B. C. Conner, a graduate of the Seminary and of Wesleyan, has been the president since 1912, and had previously had wide experience in teaching and in the ministry.

York Collegiate Institute, York, founded in 1871 and endowed by Samuel Small, is a college preparatory day school with an additional broad general course. Of the fifteen hundred who have been enrolled over four hundred have graduated, a large proportion of whom have entered college. Charles Hatch Ehrenfeld, Ph.D., became the principal in 1916, and since then the school has more than doubled.

St. Joseph's Academy, McSherrystown, chartered in 1854, is a boarding school offering a twelve year course. Boys are kept only to the age of twelve.

Sewickley Preparatory School, Sewickley, prepares boys and girls for the eastern colleges. It has long been very conservative in its policy. R. E. Beaton, formerly of the Thurston School, Pittsburgh, became principal in 1920.

The School of Childhood, University of Pittsburgh, accepts children from four to ten years of age. The school had its origin in the School of Play organized by the Pittsburgh Playground Association, taken over by the university in 1912. It aims to contribute to the development of a new curriculum and to the establishment of a form of schoolroom procedure that will afford children a larger freedom and training in social habits and attitudes. Miss Meredith Smith, Professor of Childhood Education, is the director.

Pittsburgh Academy, 531 Wood St., Pittsburgh, organized in

1882 by J. Warren Lytle, offers both college preparatory and business courses. Individual attention is given and night school sessions are held. R. H. Merrill, B.S., B.D., D.D., is president.

DELAWARE

Friends School, Fourth and West Sts., Wilmington, is an endowed day school established in 1748. Instruction is given from primary through college preparation. Herschel A. Norris, A.M., Princeton, is principal. There are twenty-three instructors, and the enrollment is about three hundred and fifty.

Tower Hill School, Tower Road, Wilmington, is a day school chartered and opened in 1919. The school was projected by members of the DuPont family to supply needed educational facilities. The curriculum covers twelve years from kindergarten to college. John Davis Skilton, A.M., S.T.D., is the head master.

MARYLAND

Friends School, Park Place, Baltimore, established in 1899, is an endowed, cooperative day school providing for all ages from kindergarten to college. Its laboratories for physics, chemistry and domestic arts and shops for manual training are complete. For boys and girls there are separate athletic fields. Edward C. Wilson, B.S., Swarthmore '91, is principal.

The Park School, Liberty Heights Avenue, Baltimore, was established in 1912 by a group of forward looking citizens to provide more modern educational facilities. It is a growing, modern country day school, in which the child is free from unnatural restraint and is stimulated to activities through developed interests. Under the leadership of Eugene Randolph Smith, A.M., Syracuse, head master from the beginning, the school has made not only a national reputation, but a place for itself in the permanent history of education. Mr. Smith's development of progressive methods has focused the attention of progressive educators, and the practical working out of his ideals has inspired citizens in other places to establish schools on a similar plan or to adapt his methods to their local needs. Mr. Smith's advice and inspiration is constantly sought by progressive parents in other cities intent on improving educational methods and he has been called upon to reorganize a number of older schools. The course covers twelve years, from kindergarten to college. In addition to the college preparatory course there is a high school course with music, preparatory to Peabody Conservatory. The Conservatory has charge of the music in the school. Much is made of dramatics, nature study, manual training and visual instruction. New

and improved methods are constantly being developed here. Of notable interest is the system of pupil analysis which Mr. Smith has recently devised and put into effectual use.

Calvert School, 2 Chase St., Baltimore, for boys and girls from six to twelve years of age, was established in 1897 by prominent public spirited citizens anxious to provide the best modern scientific methods of education for young children. It is administered by a board of trustees, whose members represent the wealth and intellect of Baltimore. Virgil M. Hillyer, A.B., Harvard, has been head master since 1899. The Home Instruction Department instructs parents by correspondence how to educate their young children at home with competent supervision.

Blue Ridge College Academy, New Windsor, established in 1899, offers a four year college preparatory course to boys and girls from the region round about. There are also schools of high school grade, of business, music, art and of the Bible. The number of college students is less than one fourth of the total enrollment. The school is under the control of the Church of the Brethren. Ross Dale Murphy is acting president.

Washington College, Chestertown, established in 1782, maintains a preparatory department covering the last two years of high school. For students in this department there is a separate dormitory. Clarence Pembroke Gould, Ph.D., is the president.

WASHINGTON, D.C.

Sidwells' Friends School, 1811 I St., N.W., is a large and prosperous day school established in 1883 by Thomas W. Sidwell, A.M., Univ. of Penn, and Mrs. Frances Haldeman-Sidwell, A.B., Vassar. It has justly earned a reputation for sound training and has prepared students for the leading eastern colleges. The school offers instruction from primary to college.

Chevy Chase Country Day School, Chevy Chase, is a modern school on the most progressive lines, for children from three to fifteen, opened in 1919 by Stanwood Cobb, A.B., Dartmouth, A.M., Harvard. Mr. Cobb is a man of the broadest training and sympathies who has traveled and lived in the East, and is the founder of the Association for the Advancement of Progressive Education. He is ably supplemented by Mrs. Cobb. In addition to usual work in the regular school subjects, much of which is carried on in the open air during pleasant weather, there are nature excursions, craft work, art, folk dancing, improvised dramatics, and rhythmic expression. There is a long day session from nine to five for those who desire it, and resident accommodation for a limited number. **See page 766.**

VIRGINIA

St. George's School, Norfolk, established in 1902, offers a continuous and systematic, broadly planned course of study from six years of age to college. The classes are small and attention is given to individual needs and instruction. Throughout the course much is made of French, music and art. For the younger children there is an open air school. Miss Evelyn Henry Southall, the principal, has built up a modern and successful school. **See page 765.**

Shenandoah Collegiate Institute, Dayton, in the middle of the Shenandoah Valley, was organized in 1875 and has since changed its name several times. It is an oldtime institution, which, by its varied courses, attracts nearly six hundred students, half of whom are enrolled in the music department. There are separate dormitories for boys and girls. J. H. Ruebush is general manager.

Shenandoah Lutheran Institute, New Market, offers an eight year course of grammar and high school grades. Nonresident students are provided for. Mrs. W. J. Finck, M.E., is the principal.

Shenandoah Valley Academy, New Market, established in 1908, offers a four year course of high school grade. There are separate dormitories for boys and girls. H. M. Forshee is the principal and manager.

NORTH CAROLINA

St. Paul's School, Beaufort, is a coeducational boarding and day school, offering instruction in grammar and high school grades. The school is the creation of Mrs. N. P. Geffroy, the superintendent and manager. The present building dates from 1899.

Washington Collegiate Institute, Washington, established in 1903, is a boarding and day school. Maynard O. Fletcher, the president, is raising funds to extend the work of the school.

Dell School, Delway, had its origin in a local movement in 1894. The school was first opened in 1902, and in 1908 it was admitted to the system of Baptist secondary schools. There are separate dormitories for boys and girls. The course of study covers grammar and high school. The patronage is largely local. Owen F. Herring has been principal since 1918.

Buie's Creek Academy, Hartnett County, established in 1887, is a large coeducational boarding and day school, offering art, music and vocational courses.

The Country Life Academy, Star, was chartered in 1911 as Carolina Collegiate and Agricultural Institute. Rev. Edward F. Green, B.A., M.A., president, is successfully raising money and enlarging the school's field of service.

Catawba College, Newton, founded in 1851, maintains an academy preparatory to college, as well as music, art, expression and commercial departments.

Fruitland Institute, Hendersonville, was established in 1899 under Baptist auspices. The course of study extends from the sixth to the tenth grade inclusive, and there is instruction in vocational subjects.

Brevard Institute, Brevard, is a coeducational boarding school offering academic and vocational courses. C. H. Trowbridge is the principal.

Weaver College, Weaverville, dates from 1854, and in 1912 was reorganized. It is under the auspices of the Methodist Episcopal Church, South. The college course is of high school grade. There are three dormitories.

Cottage School, Pinehurst, N.C., is a six months' day school for winter residents who come from fifteen different states. Miss Mary Chapman is principal.

GEORGIA

North Avenue Presbyterian Church Day School, 527 Peachtree St., Atlanta, begun in 1909 as an elementary day school, now embraces all departments through the high school. All teachers are specially trained. The pupils come from the representative families of Atlanta. Miss Thyrza S. Askew, B.A., is the principal.

Young Harris College, Young Harris, founded in 1887, is the North Georgia Methodist Conference School. The Rev. Jno. L. Hall, A.B., is the president. The boarding department is under the immediate supervision of the president and his wife. Instruction covers six years, equivalent to the upper grammar grades and high schools.

Mount Zion Seminary, established in 1880, is a Methodist school, providing board in private homes. Instruction is given from primary through high school grades. Lee S. Trimble is the superintendent.

Reinhardt College, Waleska, founded in 1883 and chartered in 1893, offers instruction in primary, grammar and high school grades, in art, music, expression and commercial subjects. It is hoped to introduce junior college subjects later. Boarding accommodation is furnished non-resident students. Rev. T. M. Sullivan, A.B., B.D., is president.

The Pape School, Savannah, established in 1901, and formerly an exclusive girls' school, has been reorganized on the plan of the Park School, Baltimore. It is a modern country day school offering courses from kindergarten to college. Modern progressive methods are used, developing initiative and self-government, and arousing interest by relating the subjects

studied to the environment. Play is alternated with work, outdoor with indoor study. The majority of the faculty of twenty are college trained men and women. Miss Nina Anderson Pape is the founder and principal.

Sparks Collegiate Institute, Sparks, established in 1901 by the Methodists, is a boarding school giving instruction of grammar and high school grades in academic and vocational subjects. Rev. Leland Moore, A.B., B.D., is president.

FLORIDA

The Academy of Rollins College, Winter Park, established in 1885, offers a four year course in preparation for the college. The pupils are chiefly from Florida, but a considerable number come from the North, attracted by the mild climate. George M. Ward, D.D., LL.D., is president and James Brooks, formerly of Burr and Burton Seminary, Vt., is chancellor.

The Palm Beach School, Palm Beach, established in 1917 by Miss Caroline E. Gates, has met the need of tourists as well as residents and has rapidly grown. It now provides, with a staff of ten instructors, for instruction in open air classes from kindergarten through the high school. **See page 767.**

KENTUCKY

The Cross School, 924 Fourth Ave., Louisville, was established in 1895 by Mrs. L. B. Cross, Ph.D., the present principal. There is a day department for girls and boys from six years upward, and a boarding department for twelve girls. It is a small school with adequate equipment, individual instruction, where specialists have prepared young men and women for entrance to the leading colleges. W. O. Cross is principal of the boys' department.

Cumberland College, Williamsburg, formerly Williamsburg Institute, is a Baptist "junior college," dating from 1888. It offers courses of academic and college grade, including domestic science, manual training, business, music and art. A. R. Evans is acting president.

Sue Bennett Memorial School, London, founded in 1897, is the property of the Woman's Council, Board of Missions, M.E. Church, South. There is a model elementary school and instruction is given in all grades through the high school. There are schools of music and business and also a normal school. There are dormitory and boarding facilities for one hundred and eighty pupils. Arthur W. Mohn, B.L., is principal.

TENNESSEE

Peoples' School, Battle Ground Academy, Franklin, is a boarding and day school, established in 1903, which offers a four year course R. G. Peoples, B.A., Ph.D., is the principal.

Price-Webb School, Lewisburg, fifty miles south of Nashville, was formerly Haynes-McLean School. E. T. Price, the principal, is a graduate of the Webb School and Vanderbilt University, and in 1912 reorganized it as a day school on the lines which have made the Webb School so successful.

The Athens School, Athens, is under the control and supervision of the University of Chattanooga. It offers dormitory life and college preparatory and normal courses. Fred W. Hixson, D.D., LL.D., is president and James L. Robb, A.B., is dean.

Baxter Seminary, Baxter, established in 1910, is a Methodist institution which aims to educate especially for rural leadership. Instruction is given from the fourth grade upward with special emphasis on agriculture and home economics. Charles W. Coleman, B.S., is the principal.

Hiwassee College, Madisonville, founded in 1849, offers instruction from the seventh grade through the high school with opportunities in music and expression. Boarding accommodation is provided. Rev. J. E. Lowry, A.M., and Rev. Eugene Blake, A.M., D.D., are associate principals.

Polytechnic School, Maryville, established in 1914, has primary, grammar school, academic, business, home economics, agriculture, music and normal training departments. There are separate dormitories for boys and girls. Charles William Henry is the principal.

Carson and Newman College, Jefferson City, dates from 1851. The four year college preparatory course is taken by boys and girls from the region. J. M. Burnett is president.

Lincoln Memorial University, Harrogate, has over seven hundred and forty students, of whom nearly six hundred are below college grade and nearly two hundred in the primary. The dormitories are open to boys over fifteen and girls over fourteen. George Allen Hubbell, A.M., Ph.D., is president.

Tusculum College, Greeneville, was established in 1794 as Greeneville College and in 1868 united with Tusculum Academy, founded in 1818. It maintains an academy offering a four year course, the enrollment in which is larger than in the college. There are separate dormitories for men and women. Rev. Charles O. Gray, A.M., D.D., has been president since 1908.

Watauga Academy, Butler, established in 1908, offers a four year course. Board is furnished at cost. Lowell Q. Haynes, M.A., is the principal.

ALABAMA

The School of Organic Education, Fairhope, established in 1907 by Mrs. Marietta L. Johnson, grew out of her direction of the children of her own household. She insists that teachers should not do for boys and girls what they can do for themselves,

and that the prime need in children is freedom to work out their impulses and natural desires. A full account of the school is given in Dewey's "Schools of Tomorrow." A Fairhope League has recently been organized to promote the interests of and to support these schools. This original demonstration school of Mrs. Johnson's has attracted widespread attention, and a number of others have been elsewhere established under Mrs. Johnson's inspiration or direction.

John H. Snead Seminary, Boaz, is a well equipped Methodist school, first opened in 1899, and given its present name in 1906. The course extends through grammar and high school grades. There is an enrollment of over 600, chiefly in the grammar grades, about one third of whom are boarding pupils. William Fielder, D.D., is the president.

Thorsby Institute, Thorsby, Chilton County, established in 1901, is a day and boarding school for boys and girls over sixteen years of age. Rev. S. H. Herbert, A.B., B.D., is principal.

MISSISSIPPI

Meridian College Conservatory, Meridian, is a well equipped boarding school offering a great variety of academic and vocational courses of high school and college grade for which it grants degrees. There is also a four year academy course. John Wesley Beeson, M.A., LL.D., is the president.

TEXAS

San Marcos Academy, San Marcos, is a Baptist institution opened in 1908, offering instruction from primary through the high school grades. Instruction is given in commercial subjects, manual training, home economics and music. There is a boarding department for young children and a summer camp by the sea. James Vandiver Brown, M.S., is president.

Southwestern Junior College, Keene, was established in 1894 as a boarding school for Seventh-day Adventists. There is academic instruction and industrial training through high school and junior college grades.

The Prosso Preparatory School, Houston, was established in 1900 by Dr. James Perkins Richardson, head master, who still conducts it as a small college preparatory school with a grammar lower school.

OHIO

New Lyme Institute, New Lyme, established in 1878, has separate dormitories for boys and girls. Four year high school courses preparatory for college, agriculture or business are given. Wesley N. Speckman, Ph.D., is president.

Grand River Institute, Austinburg, founded in 1831, is a home school with separate living accommodations for boys and girls. It is substantially equipped and endowed. Instruction

covers a five year high school course, commercial studies and music. Earle W. Hamblin, B.S., is the principal.

Yale School, Youngstown, is an efficient and successful college preparatory day school, whose graduates have entered the leading colleges for men and women. It originated as a neighborhood kindergarten and in 1897 erected its first building. The growth of the school has several times necessitated enlargements and removals. The course of instruction covers twelve years of school life. Alice D. Holmes is the principal.

Friends' Boarding School, Barnesville, founded at Mount Pleasant in 1837, moved to its present location in 1874. After a fire in 1910, the present modern buildings were erected. It is under the direction of the Ohio Yearly Meeting of Friends (Conservative). The principal is J. Wetherill Hutton.

Moraine Park School, Dayton, is one of the most promising educational experiments of recent years. It was established in 1917 by Arthur E. Morgan, a successful engineer, with the cooperation of other business men of Dayton. It is a day school for boys and girls from the age of five until ready to enter college or go to work. The whole day of the pupils is utilized in varied activities. The finance committee determines the tuition for each pupil in proportion to the income of the parents so that the student body may represent families whose financial status is of the widest range. The building is a steel frame green house, fifty by three hundred feet, painted to give the desirable degree of diffuse light. A new and permanent plant is projected. The school has its own bank, store, printing office, workshop and laboratories. The school recognizes the value of training pupils through a democratic form of community government, and through officers elected by the pupils the school handles almost all its own affairs. Much is made of visits to industries and conferences with business and professional men to bring the life of the world directly to the pupils. In selecting the men to take charge a circular letter was sent to a thousand and more educators. Frank D. Slutz, the principal, was formerly superintendent of schools at Pueblo. Miss Laura A. Gillmore is the assistant principal.

Mount Vernon Academy, Mount Vernon, opened in 1893, is maintained by the Seventh-day Adventists. It is a boarding school covering the high school grades with a grammar school department. C. L. Stone is the principal.

Western Reserve Academy, Hudson, twenty-six miles south of Cleveland, is an endowed boarding school owned by the Presbyterian Church. There are separate dormitories for boys and girls. Students are prepared for any college or technical school and there are two and four year courses in agriculture and household arts. H. O. Sluss is the principal.

INDIANA

Central Academy, Plainfield, was established in 1889, and is under the direction of the Society of Friends. H. H. Kelsey is the principal.

Taylor University, Upland, in addition to its college work, has a four year academy course and departments in vocational subjects. There are separate dormitories for boys and girls. M. Vayhinger, A.M., D.D., is president.

Marion Normal Institute, Marion, has for twenty years offered normal courses of from twelve weeks to two years, as well as junior college work. There are departments in vocational subjects and a correspondence school is maintained. Stewart P. Hatton, A.B., LL.D., is president.

Manchester College, North Manchester, founded in 1889 by the United Brethren Church, maintains an academy with a four year high school course, a grammar school, a normal school and departments of music, art and business. The enrollment in the college is a small proportion of the total of over five hundred. Otto Winger, A.B., LL.D., is the president and L. W. Shultz, A.B., is principal of the academy.

MICHIGAN

Waverley Home and Day School, 79 Rosedale Ct., Detroit, is a small school established in 1913 by George L. Bixby, S.B. and S.M., M.I.T., for the children of Christian Scientists.

Spring Arbor Seminary, eight miles south of Jackson, is a religious school established in 1873 and maintained by the Free Methodists. Instruction is provided from primary through high school grade. Verne L. Damon is principal.

Calvin College, Grand Rapids, an institution of the Christian Reformed Church established in 1876, maintains in addition to the college a preparatory school attended by boys and girls of Dutch parentage, from the surrounding towns.

Ferris Institute, Big Rapids, is the largest private school in the state giving a variety of courses. There are two departments; the preparatory having a registration of about six hundred and fifty and the elementary about seven hundred. The principal of the school is Woodbridge N. Ferris, who was elected governor of Michigan in 1912.

ILLINOIS

Chicago

The Francis W. Parker School, 330 Webster Ave., aims to carry out the principles first introduced by the well known educator, Francis W. Parker. Interest is stimulated by adapting the studies to the pupil's own experience. Music, art,

handwork and play are included in all individual programs. The school aims to contribute, through experiments, to all progressive educational movements. The result of this work appears in the Francis W. Parker School Studies in Education of which six volumes are now in print.

The University High School, 58th and Monroe Sts., was formed in 1903 by the union of the Chicago Manual Training School, which had been running twenty years, and the South Side Academy, founded ten years previously. The two institutions were brought in 1903 to the grounds of the University of Chicago to unite and form a part of the School of Education. The high school serves as a laboratory for the university in the solution of educational problems, and at the same time provides the best possible opportunities for education. Nine hundred graduates of the school have entered college or engineering schools. Five buildings are occupied. George L. Harris, Ph.B., Univ. of Chicago, is the acting principal.

Stickney School, 1056 Hollywood Ave., is a day school for boys and girls giving instruction from kindergarten through the grammar and junior high school grades. It has been maintained since 1892 by Miss Julia Noyes Stickney and Miss Josephine Stickney.

The Elmwood School, 5474-5484 Cornell Ave., is a small boarding school for both boys and girls, the only one in the region, which since 1892 has been maintained by Mary Louise Fellows. It offers an intimate home life for young children, carrying them from kindergarten to the high school. French, music and dancing are provided.

Luther Institute, 120 North Wood St., is a Lutheran day school established in 1908. There are preparatory, academic, commercial, music and domestic science departments.

North Park College, Foster and Kedzie Aves., established in 1891 by the Swedish Evangelical Mission Covenant, offers elementary and high school courses, including commercial subjects and music. There is a theological seminary and junior college courses are to be added. Rev. David Nyvall, M.Ph.C., is president.

Wheaton Academy, Wheaton, established in 1855, offers a four year preparatory course for Wheaton College, which eighty per cent of the students enter. It has been an accredited school since 1911. There is boarding accommodation. A summer session is also maintained. William Francis Rice, A.M., is the dean.

Elgin Academy, Elgin, since 1903 controlled by Northwestern University, is an endowed school annually enrolling one hundred local students above the grammar grades. Ernest P. Clark succeeded Horace M. Buckley as principal in 1916.

Mooseheart, thirty-seven miles from Chicago, established in 1913, is maintained by the Loyal Order of Moose which was founded in 1906 by James J. Davis, its present director general. A great institution has been built up which provides a home school for the children of deceased members of the Order. An ideal environment has been created in which they live, study, grow and learn. Instruction covers a broad range in preparation for college, for life or for business. Training is given in a wide range of vocational subjects, such as engraving, printing and publishing. Farm occupations, fishing, hiking swimming, boating, indoor recreation, outdoor sports and music are among the activities which enrich the life. There is no minimum age and boys and girls are retained until they are ready to earn their living. Matthew P. Adams is superintendent.

Fox River Academy, Sheridan, is a small home school established in 1900 by the Seventh-day Adventists. Instruction covers twelve grades. Pupils may reduce the expense by sharing in the domestic work. E. U. Ayars is principal and business manager.

Geneseo Collegiate Institute, Geneseo, is a coeducational school with a local attendance of about one hundred established in 1884 by the College Board of the Presbyterian Church. It has college preparatory, normal and music departments. Of the three hundred and eighty graduates of the school two thirds are women. Norbury W. Thornton, A.M., is principal.

Augustana College and Theological Seminary, Rock Island, is a Lutheran institution established in 1860. Preparatory, academic, normal and music courses are provided in addition to the college and theological departments. Both sexes are received in all departments except the theological. The collegiate enrollment is about one third of the total. Rev. Gustav Albert Andreen, Ph.D., D.D., is president.

Carthage College, Carthage, founded in 1870, offers a four year high school course. There are separate dormitories for boys and girls. Harvey Daniel Hoover, A.M., Ph.D., is the president.

Whipple Academy, Jacksonville, the Preparatory Department of Illinois College, through the generous endowment of Dr. Samuel L. Whipple, began its career in 1860 as a boys' school. In 1903 it became coeducational. The life of the academy centers in Whipple Hall but the equipment and the faculty of the college are available. Charles H. Rammelkamp, Ph.B., Ph.D., is the president.

The Shurtleff Academy, Alton, has existed since 1827 as the preparatory department of Shurtleff College, the oldest educational institution in the Mississippi Valley. George M. Potter is president.

Vermilion Academy, Vermilion Grove, is an endowed day school founded by Friends in 1874, offering a four year high school course. Franklin O. Marshall, Ph.B., A.M., is principal.

WISCONSIN

Evansville Seminary and Junior College, Evansville, founded in 1855 by Methodists, now under the control of the Free Methodists, annually enrolls two hundred, one fourth of whom come from outside the state. It offers junior college courses. Richard R. Blews, Ph.D., Cornell Univ., is the president.

Milwaukee University School, 558 Broadway, Milwaukee, founded in 1851 by Peter Engelmann, has since been a leader in local education. It provides a complete course from kindergarten to the university. The principles of the junior high school have been applied in the organization of the school for more than a decade. While the elementary department and the first two years of the junior high school are coeducational, the last four years are distinctly separate for boys and girls in location as well as in the work and in the management. The academic departments make it a special feature to prepare their pupils for the leading colleges. Max Griebsch is the director.

Wayland Academy, Beaver Dam, is an endowed Baptist school founded in 1855. Its work is primarily college preparatory, though it offers some junior college work and special courses in music. The attendance is from the north central states. Edwin P. Brown, A.B., Univ. of Chicago '96, principal since 1901, is a man of keen business sense, who has built up a school of fine spirit and scholarship.

Central Wisconsin College, Scandinavia, superseded in 1920 the old Scandinavia Academy, established in 1893 by Lutherans. There are academic, normal and parochial departments, with instruction in domestic science, manual training and agriculture. Rev. A. O. B. Molldrem, M.A., is president.

Bethel Academy, Bethel, established in 1899 by Seventh-day Adventists, offers a five year preparatory and a normal course. Students must sell $360 worth of subscription books of the sect, receiving commission. There is dormitory accommodation, and each student is expected to perform part of the work in the house as part of the regular program. H. T. Elliott is principal.

Walderly Academy, Hines, is a boarding school for boys and girls under the control of the North Wisconsin Conference of Seventh-day Adventists. College preparatory, academic and vocational courses are offered. The academy provides means by which students can, in a measure, be self-supporting. Edgar A. Von Pohle is principal and manager.

MINNESOTA

Bethel Academy, St. Paul, is a Swedish Baptist institution established in 1905 in conjunction with the Theological Seminary founded in 1871. Instruction covers the grammar and high school grades, including commercial courses and music. Boarding accommodation is arranged for non-residents. Alfred J. Wingblade, A.M., is principal.

Luther Academy, Albert Lea, founded in 1888, is a Norwegian Lutheran School, with boarding facilities for non-residents, offering instruction in high school and grammar grades, in commercial subjects and music. Kalmar J. Jacobson, B.A., is president.

Minnehaha Academy, Minneapolis, is a large and well equipped school offering high school, business and music courses. The school maintains a dining hall and board is provided in adjacent families. The academy in its present form was opened in 1913 though its origins go back to 1884. It is maintained by the Swedish churches of the Northwest. Theodore W. Anderson, A.M., Univ. of Chicago, is president.

IOWA

Morningside College, Sioux City, in addition to college courses maintains a four year academy course and departments of music and expression. In 1894 it superseded the University of the Northwest and has since been continued by the Methodist Church. Alfred Edward Craig, A.B., D.D., is president.

Jewell Lutheran College, Jewell, established in 1893 by the Evangelical Lutheran Church, is a preparatory school with a four year academic course as well as commercial and music courses. About fifteen graduate annually. The students are largely Scandinavians and come from surrounding states. Rev. H. A. Oakdale, is president.

Oak Park Academy, Nevada, is a Seventh-day Adventist School established in 1902, offering a four year high school course. Students must pay their tuition by selling sectarian subscription books. G. W. Habenicht, A.B., is principal.

MISSOURI

Tarkio College, Tarkio, established in 1883, maintains in addition to its college course, preparatory and commercial departments and a conservatory of music. There are separate dormitories for young men and women. Rev. Joseph A. Thompson, D.D., LL.D., has been president since 1887.

Kidder Institute, Kidder, maintained under the auspices of the Congregational Churches of the State, offers four year high

school and teacher training courses, with separate dormitories for boys and girls. G. W. Shaw, A.M., is principal.

The University Schools, Columbia, comprise an elementary school and a high school under the administration of the department of education of the University of Missouri. Dr. J. L. Meriam, Professor of School Supervision in the university, is superintendent. The first is primarily an observation school where the best modern theories of natural education are being tested out. The high school is a practice school. Both are used as laboratories in the study of educational methods.

The Principia, Principia Park, St. Louis, is a school for the children of Christian Scientists. Of the present enrollment, more than one half are in residence in the school dormitories. The school was established in 1898 by Mrs. Mary Kimball Morgan, who is now President of the Trustees. Frederic E. Morgan, A.B., is the director. The school gives instruction from the kindergarten through a four year high school course, and two years of junior college work, including commercial, domestic science and art courses. Military training for the boys and physical training for both boys and girls are required.

ARKANSAS

Henderson-Brown College, Arkadelphia, a Methodist institution chartered in 1890, maintains an academy, with boarding facilities, offering the usual high school and vocational subjects. Rev. James Mims Workman, A.B., LL.D., is president.

SOUTH DAKOTA

Wessington Springs Junior College, Wessington Springs, established in 1887 by Methodists, offers academic and normal instruction, with board. Rev. William B. Olmstead, Ph.B., A.M., is president.

NEBRASKA

Nebraska Central College, Central City, is a Friends school opened in 1899. Instruction covers high school and vocational subjects. Board is provided on the club plan. Homer J. Coppock, M.A., is president.

Nebraska Wesleyan University, University Place, is a Methodist institution chartered in 1887, which in addition to its college and vocational courses maintains a small academy. Isaac Butler Schreckengast, B.S., Ph.M., D.D., has been chancellor since 1918.

Shelton Academy, Shelton, is a Seventh-day Adventist institution opened in 1919, succeeding the school previously at Hastings. There are separate dormitories for boys and girls. Instruction is given in upper grammar and high school subjects. G. C. George, B.A., is principal.

KANSAS

Washburn Academy, Topeka, a Congregationalist school, is the preparatory department of Washburn College, which was established in 1865. Over one hundred are enrolled, mainly local. Wilson C. Wheeler is principal.

Ottawa University Academy, Ottawa, conducted by Baptists since its establishment in 1885, offers a four year college preparatory and a four year commercial course. Miss Lulu M. Brown, A.M., is principal of the academy.

COLORADO

Froebel House-School, 1204 North Weber St., Colorado Springs, is an all year home and day school for young children, conducted by Miss Lavinia Small. It affords a happy, sunny, daily life in a delightful climate.

UTAH

Westminster College, Salt Lake City, with which is now consolidated Salt Lake Collegiate Institute, established in 1875, is a Presbyterian institution. There are separate dormitories for boys and girls. The students are mostly of high school grade. Herbert Ware Reherd A.M., D.D., is the president.

Uintah Academy, Vernal, is a Mormon institution established in 1891, giving instruction of high school grade. H. Lorenzo Reid, A.B., is the principal.

Wasatch Academy, Mt. Pleasant, established in 1875, is a Presbyterian institution with a boarding department, giving instruction of primary, grammar and high school grades. Charles L. Johns, A.B., is principal.

Price Academy, Price, established in 1905, is a boarding and day school under the control of the Methodist Episcopal church. Instruction begins with the last year of grammar school and includes thorough preparation for college, business, teaching or life. Albert C. Hoover, A.B., is principal.

ARIZONA

Snowflake Stake Academy, Snowflake, is a Mormon school founded in 1889. Silas L. Fish is principal.

Gila Academy, Thatcher, is a school of the Latter Day Saints, which dates from 1891. Andrew C. Peterson, A.B., is principal.

WASHINGTON

Seattle Pacific College, 3307 Third Ave., West, Seattle, is a Free Methodist institution with a four year academic course. There are over two hundred in attendance, divided about equally between boys and girls, who come chiefly from Seattle and the Northwest. O. E. Tiffany, A.M., is president.

The Pacific Lutheran Academy and Business College, Parkland, is a boarding school for young men and women which prepares its students for entering any college or school of science. Provision is made for students to earn their tuition.

OREGON

Laurelwood Academy, Gaston, is a secondary boarding school of the Seventh-day Adventists, established in 1894. Joseph L. Kay is principal.

Pacific College, Newburg, established by the Society of Friends in 1891, has separate dormitories for men and women. The larger enrollment is in the academy and music courses. Levi T. Pennington, A.B., has been president since 1911.

Sutherlin Academy, Sutherlin, established in 1919, is a Seventh-day Adventists' school, of the usual type of that sect. John E. Weaver is the principal.

CALIFORNIA

The Cora L. Williams Institute, Thousand Oaks, Berkeley, is a school for creative education for children and young people, established and conducted by Miss Cora L. Williams. Instruction covers work from primary through the high school grades, combining individual instruction with group work. The high school work is under the supervision of members of the faculty of the University of California. Historical interpretation, story writing, natural sciences, geography, history, art, music and oral expression, are each under the direction of specialists. The methods aim to develop powers of concentration and right habits of study. Parents in council have a voice in the education of their children. **See page 766.**

Lodi Academy, Lodi, established in 1907, is a Seventh-day Adventist school of the usual type, providing instruction in high school and normal courses. Robert A. Hare is principal.

Washburn School, San José, is a small day school maintained by Arthur and Jessica T. Washburn from 1894 until recently. Its courses especially prepare for admission to Leland Stanford University. Miss Mary E. Meyrick is principal.

The Children's House, Carmel-by-the-Sea, is a year round home maintained by Mrs. George H. Boke, for girls from three to fifteen and boys from three to nine. It offers a happy outdoor life with varied activities. Children attend any school.

The Glendora Foot-Hills School, Glendora, twenty-five miles from Los Angeles, The Bishop's School for Young Children, offers outdoor life on an orange ranch to the children of residents and of winter tourists. It is a continuous, year round school for normal and supernormal boys and girls from four to fourteen. The outdoor and indoor life offers numerous and

varied activities. Dr. Arthur H. Sutherland is director, and Mrs. Leadora Whitcomb Dalzell is principal.

Miss Grace Fulmer's School, 1550 W. Adams St., Los Angeles, is a kindergarten and elementary school for little boys and girls. Most of the work is out of doors, and each child receives individual attention and instruction in music and dancing.

Berkeley Hall School, 2211 Fourth Ave., Los Angeles, is an elementary day school for children from Christian Science homes, which since 1911 has been conducted by the Misses Leila and Mabel Cooper and Miss Mary Stevens.

La Grange School, 304 South Westlake Avenue, Los Angeles, is a home school for young children, opened in 1916 and has since been conducted by Margaret C. La Grange.

Miss Reilly's School, 2633 Ellendale Place, Los Angeles, is a day and boarding elementary and play school for little boys and girls. Miss Helen C. Reilly is principal.

The Montessori School, 2140 Highland Ave., Hollywood, is a small boarding and day school opened in 1917 by Mrs. Mildred Buxton, who closely follows the methods of Dr. Montessori.

The Polytechnic Elementary School, Pasadena, is a large day school, a reorganization in 1907 under a board of trustees of the Grammar School Department of Throop Polytechnic Institute. Miss Grace Henley, the principal, is a progressive educator who makes full use of the educational value of manual arts.

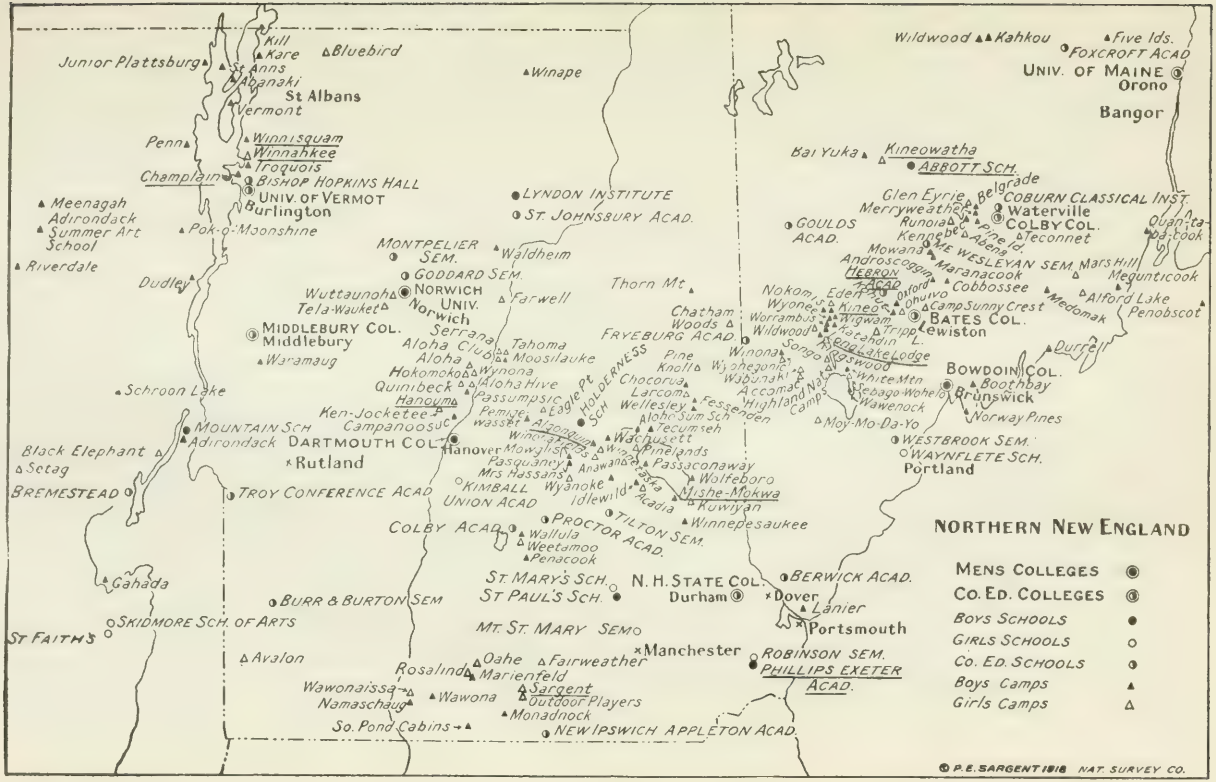
Whittier College, Whittier, organized in 1891, is a Friends school offering instruction of high school and junior college grade. There are separate dormitories and cottages for men and women. Harry Noble Wright, M.S., Ph.D., is president.

La Verne College, La Verne, was established in 1891 by the Church of the Brethren as Lordsburg College. The larger enrollment is in the academy and vocational departments. Samuel J. Miller, A.M., is president.

Raja Yoga Academy, Point Loma, is a school for boys and girls of all ages, maintained in conjunction with the Theosophical colony established by Madame Katherine Tingley. There is much that is progressive and attractive about the educational methods. Schools on a somewhat similar plan have been established in Cuba and elsewhere.

HAWAII

Punahou School, Honolulu, founded in 1841, a day school with a small boarding department, is primarily an elementary and secondary school with strong emphasis on its college preparatory work. Arthur Floyd Griffiths, A.B., Harvard, A.M., St. Lawrence University, has been president since 1902.


Junior Plattsburg
Kill
Kare
Anns
Abenaki
St Albans
Vermont
Bluebird
Winape
Penn
Winnisquam
Winnahkee
Champlain
Troquois
BISHOP HOPKINS HALL
UNIV. OF VERMONT
Burlington
Meenagah
Adirondack
Summer Art School
Pok-o-Moonshine
Riverdale
Dudley
LYNDON INSTITUTE
ST. JOHNSBURY ACAD.
MONTPELIER SEM.
Waldheim
GODDARD SEM.
NORWICH UNIV.
Norwich
Wuttaunoh
Tela-Wauket
Farwell
Thorn Mt.
MIDDLEBURY COL.
Middlebury
Waramaug
Serrana
Aloha Club
Tahoma
Aloha
Moosilauke
Hokomoko
Wynona
Quinibeck
Aloha Hive
Passumpsic
Hanoum
Eagle Pt
HOLDERNESS SCH
Chocorua
Larcom
Wellesley
Pemi
Wasset
Algonquin
Ken-Jocketee
Campanoosuc
Schroon Lake
MOUNTAIN SCH
Adirondack
DARTMOUTH COL.
Hanover
Rutland
Black Elephant
Setag
BREMESTEAD
TROY CONFERENCE ACAD
Winchendon
Mowglistock
Pasquaney
Mrs Hassans
KIMBALL UNION ACAD
Wyanoke
Idlewild
Aquedocta
Watchusett
Pinelands
Passaconaway
Wolfeboro
Mishe-Mokwa
Kiowiyan
Winnepesaukee
TILTON SEM.
PROCTOR ACAD.
COLBY ACAD.
Wallula
Weetamoo
Penacook
Gahada
SKIDMORE SCH. OF ARTS
ST FAITHS
BURR & BURTON SEM
ST MARY'S SCH.
ST PAUL'S SCH.
N. H. STATE COL.
Durham
MT. ST. MARY SEMO
Avalon
Oahe
Fairweather
Manchester
Rosalind
Marienfeld
Sargent
Wawonaissa
Namaschaug
Wawona
Outdoor Players
Monadnock
So. Pond Cabins
NEW IPSWICH APPLETON ACAD.
Wildwood
Kahkou
Five Ids.
FOXCROFT ACAD
UNIV. OF MAINE
Orono
Bangor
Bal Yuka
Kineowatha
ABBOTT SCH.
Glen Eyrie
Belgrade
COBURN CLASSICAL INST.
Merryweather
Waterville
Runoia
COLBY COL.
Kents Hill
Teconnet
GOULDS ACAD.
Androscoggin
Maranacook
Mowana
METHODIST WESLEYAN SEM.
Mars Hill
Hebron Acad
Cobbossee
Megunticook
Alford Lake
Penobscot
Nokomis
Edenbrook
Oxford
Ohuivo
Camp Sunny Crest
Medomak
Wyonegonic
Kineo
Worrambus
Wigwam
BATES COL.
Lewiston
Wildwood
Tripp
Tahanto
Durrell
Songo
Sebago Lake Lodge
Winona
Wyonegonic
Wyonegonic
Whitewell
BOWDOIN COL.
Boothbay
Brunswick
Accomac
Highland Nay Camps
Sebago-Wohelo
Wawenock
Norway Pines
Moy-Mo-Da-Yo
WESTBROOK SEM.
WAYNFLETE SCH.
Portland
BERWICK ACAD.
Dover
Lanier
Portsmouth
ROBINSON SEM.
PHILLIPS EXETER ACAD.
NORTHERN NEW ENGLAND
MENS COLLEGES
CO. ED. COLLEGES
BOYS SCHOOLS
GIRLS SCHOOLS
CO. ED. SCHOOLS
BOYS CAMPS
GIRLS CAMPS
© P.E. SARGENT 1918 NAT. SURVEY CO.

SCHOOLS OF MUSIC

New England Conservatory of Music, Huntington Ave., Boston, Mass., established in 1867 by Dr. Eben Tourjee, is the oldest institution of its kind in the country and probably the largest and best equipped. It has always offered the best of facilities in all branches of musical instruction. Since removing to its present building it offers advantages perhaps unrivaled elsewhere. Facilities for every kind of concert and orchestral performance are provided by class room instruction supplemented by frequent concerts and recitals. The Conservatory Orchestra gives especially useful training to instrumentalists. The school has no endowment, aside from provision for a few scholarships. The debt incurred for the present building has been considerably reduced by gift. The charter of the school prohibits it from being conducted for profit and the present surplus is being applied to reduce the indebtedness. George W. Chadwick, the director, is an orchestral composer and conductor of international reputation. Over thirty-two hundred students are in attendance from all parts of the country. Ralph L. Flanders is the general manager. **See page 771.**

Faelten Pianoforte School, 30 Huntington Ave., Boston, Mass., was established by the present director, Carl Faelten, in 1897. His brother, Reinhold Faelten, is principal of the Theoretical Department, and Marie Dewing Faelten (Mrs. Reinhold Faelten) is principal of the Children's Department. Twelve expert teachers give their entire time to the school. The school is devoted exclusively to instruction in the pianoforte and related subjects. The annual enrollment is about seven hundred. **See page 770.**

The Fox-Buonamici School of Pianoforte Playing, 581 Boylston St., Boston, was established in 1908 by Felix Fox and Carlo Buonamici, who are now assisted by graduates of the school. Mr. Fox is a concert pianist and a leading exponent of the teaching of Isidor Philip; Mr. Buonamici, the son of a noted Italian pianist.

The New Haven School of Music, the Gamble-Desmond Building, New Haven, Conn., established in 1910, offers instruction in voice, violin, piano and the theory and history of music. The school is an incorporated mutual association of music teachers for the purpose of increasing their teaching efficiency.

New York College of Music, 128 E. 58th St., New York City, founded in 1878, is an incorporated institution of high standing.

The directors are Carl Hein and August Fraemcke. The faculty is especially strong in the piano, vocal, violin and theory departments. A training course is offered for teachers of public school music.

The American Institute of Applied Music, 212 W. 59th St., New York City, was incorporated in 1900 by the board of regents of the University of the State of New York for the purpose of amalgamating the several educational interests of the Metropolitan College of Music (1891), the Metropolitan Conservatory of Music (1886), the Synthetic Piano School (1887) and the American Institute of Normal Methods. The institute has a strong faculty and offers practical and theoretical courses leading to the degrees of Bachelor and Doctor of Music.

The Institute of Musical Art of New York, 120 Claremont Ave., New York City, Frank Damrosch, Director, was founded and liberally endowed in 1905 by James Loeb, which has made it possible to conduct it free from commercial motive. The object of its establishment was to give serious and talented music students a thorough, all round musical education at moderate cost. Students who follow the prescribed courses of study share in the endowment. Franz Kneisel, of the celebrated Kneisel Quartet, is at the head of the department of stringed instruments, and Percy Goetschius, whose works on harmony and counterpoint are of international celebrity and use, is at the head of the department of theory.

The David Mannes Music School, 157 E. 74th St., New York City, under the direction of Mr. and Mrs. David Mannes, offers instruction in vocal and instrumental music, and a special teachers' course. All courses include theory and ensemble.

New York School of Music and Arts, 150 Riverside Drive, New York City, offers courses in all branches of music and the arts from primary to finishing, under the direction of Ralfe Leech Sterner, well known as a writer and teacher on vocal subjects, assisted by an eminent faculty of European and American teachers. The school was established in 1901. There are special courses for teachers, and a dormitory for the boarding students. Special summer teachers' courses of six and ten weeks' duration are given. **See page 774.**

The Bennett School of Music, Millbrook, N.Y., a graduate department of the Bennett School of Liberal and Applied Arts, offers a two year course in music for girls who are prepared for advanced study. The school is under the direction of Horace Middleton, assisted by a strong faculty. Instruction is given in piano and singing, violin and other orchestral instruments, harmony, counterpoint and theory of music. Pupils have the advantage of country life, while they are sufficiently near New York to profit by all that it offers. **See page 744.**

Skidmore School of Arts, Saratoga Springs, N.Y., provides liberal technical training in its School of Music. Two year, three year and four year courses are offered. Alonzo S. Osborn is director.

Crane Normal Institute of Music, Potsdam, N.Y., grew out of the work which was begun by Miss Julia Crane in 1884 in the Potsdam State Normal School and which she still continues there. As the state made no provision for the fuller training which Miss Crane deemed essential she has, while continuing her duties in the State Normal, built up this private institution the work of which supplements the work of the state school by the addition of a course for supervision of public school music, courses in voice, violin, pipe organ, orchestra and chorus conducting.

The Ithaca Conservatory of Music, Ithaca, N.Y., organized in 1892 and incorporated in 1897, offers preparatory and intermediate work and a four year academic course. The students' concert companies give an opportunity for practical experience through touring in the East. Two thirds of the students are non-resident. The school occupies four large buildings in the center of the city. W. G. Egbert, Mus.M., is president.

Syracuse University, Syracuse, N.Y., maintains a large Department of Music in the College of Fine Arts under the direction of G. A. Parker.

Philadelphia Musical Academy, 1617 Spruce St., Philadelphia, Pa., was founded in 1870, incorporated in 1915, and amalgamated with the Hahn Conservatory of Music in 1917. Branches are maintained in West Philadelphia, Tioga and Germantown. Camille W. Zeckwer is the president and Frederick E. Hahn, vice president. Instruction is given in all branches of practical and theoretical music.

Combs Broad Street Conservatory of Music, 1327 Broad St., Philadelphia, Pa., was established by its present director, Gilbert Raynolds Combs in 1885. Individual instruction is given in the various instruments and in singing. Special courses in conducting, public school music supervision and piano tuning are offered. Dormitory accommodation is provided.

Temple University College of Music, Philadelphia, Pa., is under the direction of Thaddeus Rich, violinist and assistant conductor of the Philadelphia orchestra. The school has a strong faculty in the piano and voice departments. College courses in music leading to the degree of Bachelor of Music are given, also courses for the training of supervisors and teachers of music. **See page 775.**

Carnegie Institute of Technology School of Music, Pittsburgh, Pa., was established in 1912. Candidates for admission must present high school certificates and are admitted according

to their standing in competitive technical tests. A. A. Hamerschlag is the president.

Pittsburgh Musical Institute, 4259 Fifth Ave., Pittsburgh, was opened and incorporated in 1915 by the present board of directors. Instruction in instrumental and vocal music is given, with a training course for teachers. Over eleven hundred are enrolled. The school has had a rapid and consistent growth and is now in intimate relation with the University of Pittsburgh. Regular and special instruction in piano, violin, organ and voice is given individually and theory is taught in classes.

Peabody Conservatory of Music of Baltimore, Charles St. and Mount Vernon Pl., Baltimore, Md., is a portion of the great foundation established in 1868 by George Peabody, the leading philanthropist of the day, and is the oldest endowed institution of its kind. It occupies a part of the Peabody Institute Building, in which are also the Gallery of Art, the Public Library and three concert halls. Harold Randolph has been director of the conservatory since 1898. There is a strong faculty of about eighty-five teachers and an annual enrollment of over twenty-three hundred pupils. Instruction is given in all branches of vocal and instrumental music, theory and history of music and languages. There is also a special course for students wishing to teach music in the public schools.

Von Unschuld University of Music, 1320 F St., N.W., Washington, D.C., is conducted by Mme. Marie Von Unschuld. There is a preparatory department and provision for resident pupils.

Columbia School of Music and Arts, 1615 Monument Ave., Richmond, was established in 1920 by Mrs. Channing Ward and Miss Helen Baker, in its own building erected for school purposes, including library and spacious studios. Courses of study in piano, voice, violin, violoncello, harp, harmony and theory, history and appreciation of music, normal training are offered. In connection with music and art courses, thorough courses in Applied Art, lectures and academic studies may be taken by special arrangement with the Collegiate School for Girls. The school is directly affiliated with the Herbert Witherspoon Studios, David Mannes School and New York School of Fine and Applied Arts, all of New York City. **See page 775.**

Judson College, Marion, Ala., established in 1838, has for many years maintained a music department, with a special course for teachers. Special advantages are offered to the organ student. A limited number of scholarships is awarded. Edward Leeson Powers is the director, Paul V. Bomar, D.D., the president.

Birmingham Conservatory of Music, 1818 2d Ave., Birming-

ham, Ala., was opened in 1895 by Benjamin Guckenberger, and is now ably conducted by Mrs. Edna G. Gussen. The Gussen method for children is in use.

Cincinnati Conservatory of Music, Highland Ave. and Oak St., Cincinnati, Ohio, was founded in 1867 by Clara Baur, aunt of the present directress. Instruction is given in expression, literature and languages, besides practical and theoretical music. Dormitory accommodations are provided for two hundred students.

The College of Music of Cincinnati, Elm St., Cincinnati, Ohio, was founded and endowed in 1878 by Reuben R. Springer, Theodore Thomas having been the first musical director. It offers instruction in elocution and languages, aside from vocal and instrumental music, and maintains a teachers' training department. There is a dormitory for young ladies. About fifty students graduate each year. J. H. Thuman is the manager.

Dana's Musical Institute and College of Music, Warren, Ohio, founded in 1860 by William H. Dana, was chartered in 1911 with power to confer degrees. Practical and theoretical music is taught in daily lessons, the history and theory of music being required. Dormitories are provided for both men and women.

Oberlin College Conservatory of Music, Oberlin, Ohio, has long occupied a leading position among the music schools of the Middle West. It was organized in 1865, being fostered by the interest in sacred music and by the Puritan traditions of the early New Englanders who settled Ohio. Charles Walthall Morrison, the director, is assisted by a strong faculty. The students have the opportunities for library and gymnasium work and the lecture privileges of the connection with Oberlin College. Courses are offered in all branches of vocal and instrumental music and theory, and may be combined with other college courses. Students may live in the dormitories.

The Toledo Conservatory of Music, Inc., Toledo, Ohio, established in 1900, caters to a large patronage from northwest Ohio, Michigan and Indiana. Instruction is given in all branches of music, with emphasis on normal training for teachers. Bradford Mills has been the director since 1900.

The Marion Conservatory of Music, Seventh and Washington Sts., Marion, Ind., established in 1898 by Percy and Hamilton Nussbaum, was taken over in 1917 by Edward Turechek.

Valparaiso University School of Music, Valparaiso, Ind., offers courses in piano, voice, violin, organ, theory and public school music. Students of the music school may also take the regular work at the University. Henry B. Brown is the president.

The University School of Music, Ann Arbor, Mich., gives thorough instruction in piano, voice, violin, violoncello, organ

and brass instruments, public school methods and the theory of music. Established in 1880 the school has since 1888 been in charge of Albert Augustus Stanley, A.M., Mus.D., a composer and one of the founders of the American Guild of Organists. It is affiliated with the University of Michigan. The school maintains a choral union of three hundred and an orchestra of fifty.

Detroit Conservatory of Music, 1013 Woodward Ave., Detroit, Mich., which was established in 1874 by J. H. Hahn, is now under the direction of Francis L. York, A.M., Michigan, a pupil of Guilmant. Besides offering courses in all branches of music the school has established a complete academic department and there are courses in school drawing, kindergarten methods and folk dancing. The faculty consists of eighty experienced teachers.

Detroit Institute of Musical Art, 67–69 Davenport St., Detroit, Mich., opened in 1916, is conducted by Guy Bevier Williams. The school maintains three branch schools.

Chicago Musical College, 624 S. Michigan Blvd., Chicago, Ill., was established in 1867 by Dr. Florenz Ziegfeld, four years after his coming to America from Germany. The growth of the school has kept pace with the development of the city and it is now one of the permanent educational institutions of Chicago, with the backing of its best citizens. It occupies commodious quarters in its own building, in which there is a large and attractive concert hall. All branches of musical instruction are offered. A summer Master School, with guest teachers of international fame, is a feature. Free and partial scholarships are available. Over three thousand students, chiefly from the Middle West, are enrolled in the regular courses, the summer normal course and the evening classes. Felix Borowski, now president, is prominent in the musical world.

American Conservatory of Music, 300 S. Wabash Ave., Chicago, Ill., is the creation of John J. Hattstaedt, who established it in 1886. Instruction is provided for students in all grades of advancement and the curriculum is modern and very comprehensive, including all branches of instrumental and vocal music, theory and composition, dramatic art, physical culture and modern languages. The faculty numbers ninety including many prominent names. Some thirty-one hundred students are enrolled from all over the country. There is an affiliated school of acting and expression.

Columbia School of Music, 509 S. Wabash Ave., Chicago, established in 1901, is still conducted by Miss Clare Osborne Reed. Instruction and comprehensive courses are given in all branches of music. On graduation degrees are granted. There is a normal department, the students of which have opportunities for training and observation in the department for children.

The Mary Wood Chase School of Musical Arts, 64 E. Jackson Blvd., Chicago, Ill., organized in 1907 as a school of the piano, was incorporated in 1912 and many other departments were added. A special feature is made of normal courses and courses for professional musicians.

The Technical Normal School of Chicago, 3207 Michigan Blvd., Chicago, Ill., was opened in 1911 to prepare students to teach art, music, domestic science and physical education in public and private schools. The training aims to correlate the academic, technical and professional or pedagogical aspects of the subjects taught. The staff includes graduates of many of the leading universities. Two dwelling houses within a block of the school are used as dormitories.

The Sherwood Music School, 410 S. Michigan Ave., Chicago, Ill., established by William H. Sherwood, was incorporated in 1910 and is now in charge of Miss Georgia Kober, a pupil of Mr. Sherwood. Instruction is given in all branches of music, as well as dramatic art, with emphasis on the normal course for teachers, who are given opportunity for observation and practice, and on public school music. A dormitory is provided.

Caruthers School of Piano, Fine Arts Building, Chicago, was opened by Miss Julia Lois Caruthers in 1901. In addition to academic and teachers' training courses, private lessons are given. Graded classes are conducted for children.

Centralizing School of Music, 20 E. Jackson Blvd., Chicago, Ill., founded in 1907 by Mrs. Gertrude Radle-Paradis, maintains a number of branch studios in and around Chicago and conducts courses in pianoforte, lyric diction, singing, violin, public school music, etc., as well as a normal department and a model training school for prospective teachers.

The Cosmopolitan School of Music and Dramatic Art, Kimball Building, Chicago, Ill., is an incorporated institution of which Dr. William C. Williams is president. A strong feature of its work is the academic course of three years, including theory and history of music. A course is offered in dramatic art.

Chicago College of Music, Inc., Kimball Hall Building, Chicago, Ill., has a large and capable faculty which offers instruction in all departments of music. There are five branch schools in the city. Miss Esther Harris is the president.

Western Conservatory, Kimball Hall Building, Chicago, Ill., was established in 1883. It has an interstate system of branch studios. Mr. E. H. Scott is the president.

The Anna Balatka Academy of Music and Dramatic Art, Lyon & Healy Building, Chicago, Ill., was established in 1879 by the daughter of Hans Balatka (1826–1899). A faculty of forty gives instruction in all departments of instrumental music as well as in theory and the allied arts of elocution and drama.

Bush Conservatory, 839 North Dearborn St., Chicago, was founded in 1901 by William L. Bush in Bush Temple, which was a memorial to his father. The recent expansion of the school has necessitated moving into new and splendidly equipped quarters. The student dormitories for women are an outstanding feature of the institution. The enrollment includes a large local following and students from every state in the Union and many foreign countries. Courses are offered in all branches of music, expression, modern languages, interpretative dancing and physical culture. Kenneth M. Bradley, the president, has plans for a still further development.

Effa Ellis Perfield Music School, 218 S. Wabash Ave., Chicago, Ill., is a pedagogical school for the training of teachers. The teaching system is Miss Perfield's own creation. During July a summer school is conducted.

The Lake Forest University School of Music, Lake Forest, Ill., opened in 1916 under the direction of the trustees of Lake Forest University, and is closely associated with Ferry Hall. A degree course for high school graduates and a diploma course are offered. Marta Milinowski, A.B., Vassar, is the director.

The School of Music of Northwestern University, Evanston, Ill., organized in 1891, is a professional music school which bears the same relation to the university as the professional school of law or medicine, and has degree conferring powers. Peter Christian Lutkin has been dean of the school since its foundation. The school has an interchange of work with the College of Liberal Arts and other departments of the university.

Knox Conservatory of Music, Galesburg, Ill., is a department of Knox College, established in 1883. William Frederick Bentley, Mus.D., has been in charge of the music department since the third year of its establishment and to him is due its growth and development. He is also a well known conductor of music festivals through the Middle West. Dormitory accommodation is provided for girls.

Lawrence Conservatory of Music, Appleton, Wis., is a department of Lawrence College. Particular attention is given to preparation of teachers for music work in the public schools. Peabody Hall, erected in 1909, is the gift of the late George Peabody. The school has its own dormitories for women and the men may live in one of the halls of the college. Frederick Vance Evans is the dean.

The Northwestern Conservatory of Music, Art and Expression, 806 Nicollet Ave., Minneapolis, Minn., founded in 1885, is now under the direction of Olive Adele Evers. Courses are offered in practical and theoretical music, art, expression and various special branches, while younger students may avail themselves of class work equivalent to regulation high and

grammar school courses, through Miss Evers' interest in Stanley Hall, a girls' school. There is a summer school course, and evening classes during the winter.

Minneapolis School of Music, Oratory and Dramatic Art, 42 Eighth St., S., Minneapolis, Minn., organized and incorporated in 1907, offers instruction in all branches of music, dramatic art and languages. Theory is required of all graduates. William H. Pontius has been the director since incorporation.

Drake University, Conservatory of Music, Des Moines, Ia., offers instruction in vocal and instrumental music as well as the theory and history of music, with special work for teachers. Holmes Cowper is dean.

Coe College Conservatory of Music, Cedar Rapids, Ia., is an integral part of Coe College and offers extensive courses in both the theoretical and practical branches of music. John A. Marquis, DD., LL.D., is the president.

Horner Institute of Fine Arts, 3000 Troost Ave., Kansas City, Mo., was founded by Charles F. Horner, its president, and is incorporated under the laws of Missouri. A large proportion of its graduates are or have been engaged in professional work. Earl Rosenberg is the director.

Kansas City Conservatory of Music, 1515 Linwood Blvd., Kansas City, Mo., established in 1907, is an endowed institution which confers degrees. Instruction is given in all departments of music. John A. Cowan has been the president since its establishment.

The University School of Music, Lincoln, Neb., established by Willard Kimball in 1894, is now incorporated with Adrian M. Newens as the president and director. The departments include instruction in piano, organ, instrumental, dramatic art and story telling.

Oakland Conservatory of Music, Oakland, Cal., established by Adolf Gregory in 1891, is the first of a chain of such schools since established throughout the Pacific Coast States. Instruction is offered in all branches of music.

College of the Pacific, Conservatory of Music, San Jose, Cal., is in charge of Howard H. Hanson. All branches of instrumental and vocal study are taught with the object of fitting for the teaching profession or concert appearance. A course in public school music is offered. Students may also pursue courses in College Park Academy and in the College of Liberal Arts.

University of Southern California, College of Music, 3201 S. Figueroa St., Los Angeles, Cal., opened thirty-five years ago, gives instruction in all branches of music. W. F. Skeele is dean.

SCHOOLS OF ART

Commonwealth Art Colony, Boothbay Harbor, Me., established in 1904, is a summer school for serious study. The staff gives instruction in illustration; painting, from landscape or model; design; arts and crafts; music and French. The country round about supplies picturesque subjects for painting and sketching or photography. Asa G. Randall, B.S., of Providence is the director.

School of Fine Arts of the Portland Society of Arts, 97 Spring St., Portland, Me., founded in 1911, is directed by Alice H. Howes. Drawing, painting and design are taught in day and evening classes.

Manchester Institute of Arts and Sciences, Pine and Concord Sts., Manchester, N.H., was organized in 1898 for the popular extension of culture and knowledge. The tuition is nominal, as the classes are maintained by the income arising from the bequest of Mrs. Emeline E. Bach. The institute building was donated by Mrs. Emma B. French. Albert L. Clough, B.S., is the president.

School of the Museum of Fine Arts, Huntington Ave., Boston, Mass., founded in 1876, gives instruction to those who wish to become painters, sculptors and designers. The curriculum is elaborate and carefully devised for the ends desired. Pupils must be over sixteen years of age. Nineteen scholarships are offered. The staff of instructors includes Leslie P. Thompson, Philip L. Hale, Charles Grafly, Frederick Bosley, William James and Henry Hunt Clark.

School of Fine Arts, Crafts and Decorative Design, 126 Massachusetts Ave., Boston, was established in 1914 by C. Howard Walker, architect, art lecturer and editor, and Miss Katherine B. Child. It offers a four year course in decorative art, interior decorating, metal work and pottery. Practical training is given.

New School of Design and Illustration, 248 Boylston St., Boston, established in 1911, gives instruction in a great variety of subjects and has an annual attendance of about two hundred. The directors are Douglas J. Connah and Vesper L. George.

The Cambridge School of Domestic and Landscape Architecture, 4 Brattle St., Cambridge, Mass., started in 1916 under the direction of Henry Atherton Frost, A.B., M.Arch., gives thorough professional training to women in design, construction of the dwelling houses and its surroundings, including the formal and informal garden, grading, road construction, drain-

age and planting. Members of the Harvard faculty share in the instruction. See page 769.

School of the Worcester Art Museum, 24 Highland St., Worcester, Mass., was established in 1898. Since 1907 it has occupied the former residence of Mr. Salisbury, founder of the school and museum. Since 1909 H. Stuart Michie has been director. Special facilities are offered in design and the crafts.

Berkshire Summer School of Art, Monterey, Mass., directed by Raymond P. Ensign of the Cleveland School of Art and Ernest W. Watson of Pratt Institute, Brooklyn, offers a six week summer course in design and mechanical drawing in addition to courses in painting, illustration, crafts, jewelry, silversmithing, commercial illustration, interior decoration and costume design.

Swain Free School of Design, 391 County St., New Bedford, Mass., is conducted by H. A. Neyland and six instructors in drawing, painting, illustration, arts and crafts, architecture, jewelry and metal work, ceramics and modeling. The instruction for the eight month course is given free and several prizes are offered to students.

Rhode Island School of Design, 11 Waterman St., Providence, R.I., was founded and incorporated in 1877. L. Earle Rowe is the director. Instruction is offered in the following departments: freehand drawing and painting, decorative design, sculpture, architecture, mechanical design, textile design, jewelry and silversmithing, normal art. The state makes an annual appropriation for scholarships. The school has its own museum.

Art Association of Newport, Touro Park, Bellevue Ave., Newport, R.I., has since 1912 conducted day and evening class in drawing, painting and design for enlisted men and Saturday morning classes for juniors. Helena Sturtevant is the director.

The Norwich Art School, Norwich, Conn., established in 1890, is identified with the Norwich Free Academy, and the principal of the academy, Henry A. Tirrell, is also principal of the art school. Mrs. Guy Warner Eastman is the director. In addition to the usual art courses the school is equipped with a metal shop, a bindery, a kiln and a printing shop. Craft work is closely allied with the manufacturing interests of the town and a students' guild is maintained to enable the students to become self-supporting. Instruction is free.

Yale School of Fine Arts, New Haven, Conn., is an independent department of the university, founded in 1864 by Mr. and Mrs. Augustus Russell Street, at whose expense the building was erected. The school has continued to receive gifts and endowments so that in 1910 new galleries and class rooms were

added. The school has two valuable collections of paintings —the Trumbull collection, of events of the American Revolution and historical portraits, which formed the nucleus of its Art Museum, and the Jarves collection of Italian paintings, unexcelled in this country. William Sergeant Kendall has been director of the school for some years. Three and four year courses are offered in painting, sculpture and a four year course in architecture. To the first two, students of both sexes are admitted. Preparatory work is offered for absolute beginners. A strong faculty is supplemented by members of the other faculties of the university. Traveling fellowships and scholarships are awarded.

School of the Art Society of Hartford, Collins St., Hartford, Conn., has been maintained and managed by a board of prominent Hartford women since 1877. It has in the past numbered among its instructors such pre-eminent artists as William Chase and Dwight W. Tryon. The present instructors include Albertus E. Jones, Daniel O'Brewster, Rachel Taft Dixon and Katherine S. Williams. Drawing, painting, costume, illustration and design are taught.

Connecticut League of Art Students, 91 Pearl St., Hartford, Conn., founded in 1888, offers evening classes in drawing, painting and related subjects. Albertus E. Jones is the director.

Greenwich House Neighborhood Art School, 27 Barrow St., New York City, gives free instruction to Greenwich Village residents in pottery, wood work, modeling, drawing, design, weaving and basketry. The classes in pottery are carried on as a trade. Two hundred and twenty-five students are enrolled.

Cooper Union, 3d Ave. and 8th St., New York City, founded by Peter Cooper in 1859, was the forerunner of many similar institutions, having avowedly inspired the Carnegie benefactions. Additional endowment has continued to come from the family of the founder and others interested in art and art education. At the time of the opening of the present school, it took over the work of a private society, which offered a course in the arts of design to women, and has since maintained a free art school for women and free evening art classes for men. C. R. Richards is director, and the art classes are under the immediate direction of Frederick Dielman.

The Art Students' League of New York, 215 W. 57th St., was founded in 1875 and incorporated three years later. Its board and officers include many prominent citizens who have a broad interest in art, and in its list of active members are several of the best known artists and art lovers in New York. The League maintains classes of instruction in all branches of art. Growth in attendance has twice necessitated the

removal to enlarged quarters and it is now located in the American Fine Arts Building in studios especially adapted to its purposes. The instructors include some of the prominent and more successful artists of New York and the work turned out by its students is probably not excelled by that of any other school. The League maintains two summer schools - one in the city under George B. Bridgman, and a school of landscape painting at Woodstock under John F. Carlson.

New York School of Applied Design for Women, 160 Lexington Ave., was founded and incorporated in 1892 by Mrs. Dunlap Hopkins for the purpose of affording to women practical instruction in the arts and crafts whereby they might become self-supporting. The instructors are practical men and women engaged in the industries for which they teach design. The directors and officers are public spirited men and women interested in art education and the institution is further supported by subscribing patrons. More than twelve thousand women have been graduated from the school.

Beaux-Arts Institute of Design, 126 E. 75th St., New York City, directed by Lloyd Warren, offers free instruction in design, in architecture and all of its allied arts. Students of both sexes from any locality are eligible to participate without charge. Competitions are judged by practitioners in each art and by the instructors of the ateliers. Four hundred and fifty students enjoy the advantages of the school.

New York School of Fine and Applied Art, 2239 Broadway, succeeded the Chase School in 1909. The school is incorporated and holds a summer session. Courses are offered in domestic and landscape architecture, interior decoration, clothes and stage design, poster advertising, industrial design, illustration, painting, industrial art and vocational art teaching. The visiting critics are prominent specialists in the above subjects. There are classes and special lectures for children. The faculty consists of thirty-six specially trained instructors. Frank Alvah Parsons is the president and Susan F. Bissell, secretary. The school is incorporated under the Board of Regents. **See page 774.**

The Arts High School of the Ethical Culture School, Central Park West and 63d St., New York City, opened in 1913, is designed for those who wish to specialize in art during the last two years of high school work. Two hours a day are given to the study of art. The school is prevocational and opens the way to a more intelligent choice in some special form of art as a profession. Two years of high school work are required for admission. **See page 772.**

School of Design and Liberal Arts, 212 Central Park South, New York City, opened in 1917 and receives graduates from

the Arts High School and other schools. Special courses are given in design painting and crafts. Miss Irene Weir, B.F.A., is the director.

The School of Practical Arts of Teachers College, Columbia University, 525 W. 120th St., New York City, offers an extended course in appreciation of and technical training in the Fine Arts. Arthur Wesley Dow is the director of the Fine Arts Department.

National Academy of Design, Free Schools, 109th St. and Amsterdam Ave., New York City, founded in 1825, give instruction in drawing, painting, sculpture and etching. Tuition is free but a small entrance fee is charged.

Pratt Institute, School of Fine and Applied Arts, Ryerson St., Brooklyn, founded in 1887, gives especial attention to normal courses in art and manual training. Courses are also given in drawing, pictorial and commercial illustration, mural painting, crafts, interior decoration, architecture, jewelry and silversmithing. Courses are also maintained for the training of teachers of art and manual training. There are forty-two instructors. Walter Scott Perry is the director of the school.

The Ardsley School of Modern Art, 106 Columbia Heights, Brooklyn, has been conducted since 1916 by Hamilton Easter Field. Robert Laurent assists in teaching life drawing, landscape and portrait painting and wood carving. The Thurstncoe School of Modern Art at Ogunquit, Me., is the summer branch.

The Bennett School of Fine Arts, Millbrook, N.Y., a graduate department of the Bennett School, offers a two year course for girls of ability who are prepared for advanced work in drawing, painting, modeling and applied arts, under the direction of W. Frank Purdy, president of the Art Alliance of America. The department also offers a course in interior decorating. The history of art is required in both courses.
See page 744.

Skidmore School of Arts, Saratoga Springs, N.Y., is a technical and professional college for women, founded in 1911 by Mrs. Lucy Skidmore Scribner. It maintains six schools, home economics, physical education, secretarial studies, fine and applied art, music and trades. Two hundred and seventy students are enrolled, more than half of whom are from New England and New York. A summer session is also conducted. Charles Henry Keyes, Ph.D., Columbia University, is the president.

Syracuse University, College of Fine Arts, Syracuse, N.Y., opened in 1873, has departments of architecture, painting and design. George A. Parker is dean of Fine Arts and the summer school is in charge of Charles B. Walker.

Chautauqua School of Arts and Crafts, Chautauqua, N.Y.,

is a summer school under the direction of Royal B. Farnum. It offers a teachers' training course, instruction in a great variety of crafts and the commercial application of art.

Art School of the Albright Art Gallery, 1110 Elmwood Ave., Buffalo, N.Y., was founded in 1885. Arletta Lothrop, superintendent, is assisted by twelve instructors in conducting classes in drawing, painting, modeling, design, applied arts, interior decoration and normal art. About two hundred students are enrolled in the day and evening classes.

School of Industrial Arts, West State and Willow Sts., Trenton, N.J., is directed by Frank Forrest Frederick. Twenty-nine instructors teach a great variety of courses in fine, normal, mechanic and domestic art. Architecture, pottery, metal and wood work are also included.

Pennsylvania Academy of the Fine Arts, Broad St., above Arch, Philadelphia, Pa., founded in 1805, is the oldest school in America devoted exclusively to the cultivation of the fine arts. All the instructors, specialists in their respective lines, are well known artists or sculptors. About twenty students each year are given traveling scholarships through the generosity of friends of the school. Thorough instruction is offered in drawing and painting, sculpture and illustration. A summer school is conducted at Chester Springs, Chester Co., Pa.

Pennsylvania Museum and School of Industrial Art, Broad and Pine Sts., Philadelphia, chartered in 1876, sprang from the increased interest in art and art education awakened by the Centennial Exhibition. Its trustees include public spirited men and women of Philadelphia. Huger Elliott is the principal. In the School of Industrial Art, instruction is given in design, interior decoration, as well as illustration and the crafts, with a normal course for teachers. Several scholarships are offered. A summer school is maintained and a textile school gives theoretical and practical courses in textile manufacture, including dyeing, weaving, finishing, etc. The museum is in Fairmount Park.

Graphic Sketch Club, 715 Catharine St., Philadelphia, founded in 1899, offers free instruction. Painting, sculpture, illustration and fashion design, in day and evening classes, are offered throughout the year.

Philadelphia School of Design for Women, Broad and Master Sts., Philadelphia, established in 1844, is the oldest school of industrial art in America and one of the few which gives practical training to women only. Instruction is offered in textile and printed design, commercial advertising, interior decoration, illustration and fashion illustration and a course in normal art for teachers. Artists of national reputation

instruct in oil and water color, portraiture and modeling. Miss Harriet Sartain is dean.

York Art Association, Cassatt Building, Centre Square, York, Pa., has since 1905 maintained evening classes in drawing and painting. Mary E. Leifer is in charge.

Carnegie Institute of Technology, Pittsburgh, Pa., maintains a department of Fine Arts of which E. R. Bossange is the director. High school certificates and technical tests are required of candidates for a degree.

Corcoran School of Art, 17th St. and New York Ave., Washington, D.C., was established in a small way in 1875 when certain rules and regulations were adopted for the observance of persons drawing or copying in the Corcoran Gallery. In 1890 the new Art School building was opened and in 1897 a new gallery building was opened. Edmund C. Tarbell is principal of the school, which gives instruction in drawing and painting. Tuition is free but an annual entrance fee of $10 is charged.

National School of Fine and Applied Art, 1505 Pennsylvania Ave., Washington, D.C., established in 1916, gives courses in painting, drawing, design and interior decoration. Felix Mahony is the director.

Schools of Art and Design of Maryland Institute, Mount Royal Ave., Baltimore, Md., founded in 1825 and reorganized in 1848, in 1904, through the gift of Andrew Carnegie and appropriations of the State of Maryland, erected new buildings. The board of managers includes well known Baltimore citizens. Night classes have been conducted since the organization and day classes since 1865. The Rinehart School of Sculpture was endowed in 1896 by the late William H. Rinehart. Frank N. Hoen is the president and C. Y. Turner, N.A., is director of the art and design departments. The usual art courses are offered, with emphasis on commercial art, interior decoration, arts and crafts, mechanical, architectural, marine and sheet metal pattern drafting.

Lynchburg Art School, 700 Church St., Lynchburg, Va., is directed by Georgie W. Morgan. Drawing, painting, illustration, poster work and history of art are taught for nine months of the year for a fee of $54. About thirty pupils attend the day and evening classes.

School of Art and Applied Design, 301 Vauxhall Annex, Nashville, Tenn., has nine month courses in drawing, painting, illustration and design. L. Pearl Saunder is director.

Lewis C. Gregg School of Drawing, Constitution Building, Atlanta, Ga., directed by Mr. Gregg, offers classes in antique drawing, sketching from costume models, cartooning and newspaper illustration. The school is open day and evening,

four days a week, for which the tuition charged is ten dollars a month. About forty five students are enrolled.

The H. Sophie Newcomb Memorial College for Women, New Orleans, La., maintains a school of art, founded in 1887 by Mrs. Josephine Louise Newcomb, who in 1895 gave new buildings. In 1901 an additional building was erected for applied art workrooms. A specialty is made of pottery and of other crafts, including embroidery, jewelry and bookbinding.

Aunspaugh Art School, 3400 Bryan St., Dallas, Texas, was founded by Vivian L. Aunspaugh in 1899. A summer school, established in 1902, is also conducted by Miss Aunspaugh.

Institute of Applied Arts of the Ohio Mechanics Institute, Cincinnati, Ohio, offers in addition to technical instruction, courses in architecture and industrial art. Special courses in industrial art, poster design, lithography, photo lithography and color printing have been added lately.

Art Academy of Cincinnati, Cincinnati, Ohio, founded in 1869 and formerly known as the McMicken School of Design and Art School of Cincinnati, is maintained by the trustees of the Cincinnati Museum Association, which includes a number of prominent citizens. Its endowment through several sources amounts to practically half a million. Instruction is given in drawing, painting, modeling and applied arts. Part time courses are arranged for high school and other special students. A summer school is maintained and a two year course for teachers.

Columbus Art School, 402 E. Broad St., Columbus, Ohio, founded in 1879 by the Columbus Art Association, offers instruction in drawing, painting, sculpture, design and metal work. Pearl E. Remy is director.

Cleveland School of Art, Juniper Road and Magnolia Drive, Cleveland, Ohio, founded in 1882, in charge of Mr. Henry Turner Bailey, director, and Miss Georgie Leighton Norton, asst. director, gives instruction in the principles of art, design and crafts. Seven four year courses are offered, the last two years of which are elective, with a two year course for teachers. Many scholarships are given by friends of the school.

School of the Toledo Museum of Art, Scott Place, Toledo, Ohio, gives free instruction in design and modeling. Ellen F. Meehan is the director.

The Art School of the John Herron Art Institute, Pennsylvania and 16th Sts., Indianapolis, Ind., conducted by the Art Association of Indianapolis and made possible by the will of John Herron, was opened in 1902 and has been in its present building since 1907. Harold Haven Brown is the director. The school offers the usual courses in drawing, painting, design, modeling, commercial and normal art and crafts. Saturday

classes and a summer school are maintained. An extensive system of scholarships provides help for serious students.

School of Design of Detroit Museum of Art, Jefferson Ave. and Rivard St., Detroit, Mich., has since 1911 given instruction in drawing, design, modeling and normal art, under the direction of George T. Hamilton. Affiliated with the Detroit Museum of Art, the School of Design is given public funds. Scholarships are awarded each year.

The School of Fine Arts, Fine Arts Building, Detroit, gives instruction in painting and illustration under John P. Wicker. Two instructors assist Mr. Wicker in teaching. A summer school is maintained under the same organization.

School of Art and Industry, Grand Rapids, Mich., is directed by H. M. Kurtzworth. Nine month courses in drawing, painting, illustration, decorative, applied and commercial design, modeling and interior decorating are offered principally to citizens of Grand Rapids who are allowed a reduction on their tuition in all day, evening and children's classes.

Applied Arts Summer School, 2210 South Park Ave., Chicago, was established in 1909 and incorporated in 1912 under the directorship of Florence H. Fitch of Indianapolis. Methods, mechanical drawing, posters, home planning, costume design, applied art and art appreciation are offered to about one hundred and sixty students. The courses are given only in the summer months.

The Art Institute of Chicago, Lake Front, opposite Adams St., Chicago, Ill., is probably one of the best equipped and most thoroughgoing art institutions in the country. It was incorporated in 1879 and is the continuation of the old Academy of Design, established in 1866. Until 1914, the late William M. R. French was the director of the Institute. He has been succeeded by George William Eggers. The school offers full courses of instruction in academic drawing and painting, illustration, decorative design, modeling and sculpture, ceramic painting, architecture and normal art. About seven hundred are enrolled in the day school, five hundred in the Saturday classes, four hundred in the evening classes and three hundred in the summer school—a total of nearly nineteen hundred. Forty-three states of the Union, as well as a number of foreign countries, are represented among the students.

Chicago Academy of Fine Arts, 81 East Madison St., Chicago, maintained by Carl N. Werntz since 1903, gives instruction in fine, decorative and normal art and dress design, with emphasis on the vocational and commercial aspects.

The Commercial Art School, 116 So. Michigan Blvd., Chicago, and a branch school at Detroit, Mich., are conducted by Walter F. Moses as both resident and correspondence schools. The

instruction is entirely practical. Fashion drawing, photo retouching, poster and advertisement work are featured.

The Minneapolis School of Art, 201 E. 25th St., Minneapolis, Minn., founded in 1886, is affiliated with and adjacent to the Minneapolis Institute of Arts. Miss Mary Moulton Cheney is the director. Three year courses of instruction are offered in drawing, painting, illustration, modeling and design. Day, night and summer classes are maintained.

Cumming School of Art, Des Moines, Ia., under direction of Charles A. Cumming, gives the usual courses in art with a spirit which although conservative is yet thoroughly serious and firm. The course of study is strictly academic.

St. Louis School of Fine Arts (Washington University), Skinker Road and Lindell Blvd., St. Louis, Mo., founded in 1874, a department of the university, is in charge of Mr. E. H. Wuerpel. Instruction is given in all branches of art, with emphasis on crafts and commercial arts. Several scholarships are offered by friends of the school. The majority of the students come from Missouri, but the whole of the West is represented. The university also maintains schools of architecture, drawing and history of art.

Fine Arts Institute, Armour and Warwick Blvds., Kansas City, established in 1908, offers instruction in day and evening classes in painting, sculpture, illustration and commercial art and interior design. The growth of the school necessitated its removal in 1920 to new and larger quarters. There is a summer school. Mr. Virgil Barker, formerly of the Department of Fine Arts at Carnegie Institute, Pittsburgh, became director in 1920.

Students School of Art, 1311 Pearl St., Denver, Col., established in 1895, occupies its own building and offers personal instruction in drawing, painting, illustration and design. Henry Read is the director.

Academy of Fine Arts, Perkins Hall, Colorado College, Colorado Springs, Col., established in 1911, has been affiliated with Colorado College since 1916. Ten month courses are given in painting and drawing and design. Susan F. Leaming and Charlotte Leaming are the directors.

School of the Portland Art Association, Fifth and Taylor Sts., Portland, Ore., was founded in 1909. Anna B. Crocker is the curator and she is assisted by four instructors. Painting, drawing, design and crafts are taught. Three scholarships are awarded annually. Arthur W. Dow of the School of Practical Arts of Teachers College, Columbia, directs the summer school of the Portland Art Association. Woodblock printing, design, composition, art structure and color harmony are offered in a short term of four weeks.

California School of Fine Arts, California and Mason Sts., San Francisco, Cal., was formerly Mark Hopkins Institute, and is now affiliated with the College of the University of California. It offers courses in all branches of drawing, painting, design, commercial and normal art. There are night classes. Lee Randolph is the director.

Best's Art School, 1625 California St., San Francisco, Cal., established in 1897, conducts day and evening classes in illustration, commercial art and painting. Arthur W. Best is director.

California School of Arts and Crafts, 2119 Allston Way, Berkeley, Cal., offers courses in fine, applied and normal arts. Frederick H. Meyer is director. The summer school is held at Carmel-by-the-Sea. There are day and evening classes.

Carmel Summer School of Art, Carmel-by-the-Sea, Cal., is conducted by Miss M. De Neale Morgan. There are classes in painting from the landscape and from costume model out of doors, and from the portrait model and from still life in the studios.

The Stickney Memorial School of Fine Arts, Fair Oaks and Lincoln Aves., Pasadena, Cal., opened in 1914 by C. P. Townsley, gives instruction in drawing, painting, modeling, illustration and composition, under the auspices of the Pasadena Music and Art Association. Students are enrolled from different parts of the United States. Guy Rose is the director.

Los Angeles School for Illustration and Painting, 342 North Main St., Los Angeles, Cal., was founded in 1914. J. Francis Smith, director, is assisted by two instructors in conducting courses in drawing, painting, magazine illustration and poster work. The school is open throughout the year.

Otis Art Institute, Wiltshire Blvd., Los Angeles, Cal., was established in 1918 in the former home of Harrison Gray Otis which was presented by him to the county of Los Angeles for the purpose. It is affiliated with the Museum of History, Science and Art. C. P. Townsley is the managing director.

Cannon's California School of Art, 431 South Hill St., Los Angeles, Cal., since 1909 has conducted classes all the year round in drawing and painting. H. W. Cannon is the director.

San Diego Academy of Art, 1120 Fifth St., San Diego, Cal., established in 1910, maintains day and evening classes in painting, sculpture, etching and design. Maurice Braum is the instructor.

KINDERGARTEN TRAINING SCHOOLS

Miss Wheelock's Kindergarten Training School, 110 Riverway, Boston, Mass., is perhaps the best known and most successful in New England. For twenty-nine years it has been conducted by Miss Lucy Wheelock, about whose personality it centers. She is a woman of broad sympathies who has exerted a wide influence in her field. Applicants must have the equivalent of a high school education, must be nineteen years of age, and able to play the piano and sing. Students are received on two months' probation and those from a distance are expected to live in the school dormitory. The Froebel system is closely followed, but the training is broad.

Miss Niel's Kindergarten Training School, 200 Commonwealth Ave., Boston, was established in 1906 by Miss Laura Fisher and has since 1912 been conducted by Miss Harriet Niel. The school offers a normal course of two years. The course qualifies both for kindergarten and primary grades and includes observation in kindergartens.

The Perry Kindergarten Normal School, 16 Huntington Ave., Boston, established in 1878 by Mrs. Annie Moseley Perry, has since 1918 been conducted by Mrs. Harriet Hamblen Jones. The school prepares high school graduates for kindergarten, primary and playground positions. Froebelian principles and practice teaching are emphasized.

Lesley Normal School, 29 Everett St., Cambridge, Mass., established in 1909, is conducted by Mrs. Edith Lesley Wolfard. Proximity to Harvard makes possible lectures by university professors and in addition to kindergarten work preparation is offered for primary and playground teaching. There are opportunities for observing the work of kindergartens in Boston and vicinity. Residence accommodation is provided for a limited number.

The Fannie A. Smith Kindergarten Training School, 1124 Iranistan Ave., Bridgeport, Conn., is one of the oldest existing schools of its kind. Established in 1885, jointly with a kindergarten and private school which had been running two years, it has enrolled over fifteen hundred children and gives a very thorough training. Miss Smith is still principal and has given students the unusual opportunity of practicing the principles of Froebel in the same school in which they study. Additional practice is given in the public schools of the city.

Connecticut Froebel Normal Kindergarten Primary Training School, 170 West Ave., Bridgeport, a boarding and day school

established in 1899, offers academic, kindergarten, primary and playground courses. The principal is Miss Mary C. Mills, who has, through aggressive and enterprising methods, built up a prosperous school.

Kindergarten Primary Training School, Washington Sq., New York City, opened in 1909, is affiliated with New York University and conducted by Miss Harriette Melissa Mills. The two year normal course is approved by the state board of regents and is accredited in New York University. The instructors include heads of departments in the School of Pedagogy, and specialists and lecturers of note. A residence for students is maintained.

The New York Kindergarten Association, 524 W. 42d St., New York City, no longer maintains a training school, but conducts a course of afternoon lectures for graduates. Miss Julia Locke Frame is acting director.

The Froebel League, 112 E. 71st St., has maintained a kindergarten training school since 1909. A kindergarten was opened in 1897 and the League incorporated a year later. The board of trustees is made up of prominent New York women. The work of the League has broadened and includes an elementary school, a mothers' department, a nurses' class and the supervision of eight mission kindergartens with their mothers' clubs. The students are given opportunity for observation and for a complete course in practice teaching. The training course provides a very complete technical training and adds many subjects that contribute to the all round development of the individual. The League occupies its own specially constructed building and in 1914 opened a students' residence. A part of the last year is spent on the farm in Connecticut, where much is made of nature study.

The Ethical Culture School, Central Park West and 63d St., maintains a kindergarten primary normal training department in connection with its complete course of instruction. The school was established in 1878 by Dr. Felix Adler. Throughout the normal work the kindergarten and primary education are put on a common basis. The well organized school from kindergarten to college grade affords excellent opportunities for observation and practice and the study of the continuous development of the child from kindergarten to later stages of school life. Afternoon classes leading to kindergarten primary diplomas are given in methods. Franklin C. Lewis is the superintendent. **See page 772.**

Teachers College, Columbia University, established in 1887, has a kindergarten department in charge of Miss Patty S. Hill, the well known worker along these lines since 1910.

Cora Webb Peet's Kindergarten Normal Training School, 82 Halstead St., East Orange, N.J., was established by Miss Peet, who has always directed the entire work of her school.

Miss Illman's School for Kindergartners, 3600 Walnut St., Philadelphia, Pa., was established by Miss Caroline M. C. Hart, who was at one time connected with the Baltimore Kindergarten Association. A very thorough preparation is made possible by the cooperation of five kindergartens in different parts of the city. Miss Adelaide T. Illman is now the principal.

Temple University, Philadelphia, maintains as a part of the Teachers College a Kindergarten Department under the direction of Miss Lucinda P. Mackenzie. Courses two and four years in length are given and the Model School provides opportunity for practice teaching. See page 775.

Affordby Normal School, 1110 North Charles St., Baltimore, Md., established in 1888 on a different site, is now conducted by Elizabeth Silkman.

Columbia Kindergarten Training School, 2108 Connecticut Ave., Washington, D.C., established in 1897, is now conducted by the Misses Sara K. Lippincott and Susan C. Baker. A two year general course and a four year normal training course lead to diplomas.

Kate Baldwin Free Kindergarten Association Training School, Savannah, Ga., was established in 1899. Hortense M. Orcutt is now the principal.

Miami Kindergarten Normal School, Miami, Fla., has been maintained for some years by Miss Kate Colyer.

Cincinnati Kindergarten Association Training School, 6 Linton Rd., Cincinnati, Ohio, is carried on under a board of trustees by Miss Lillian H. Stone. The school is affiliated with the University of Cincinnati and gives the students an opportunity for practice in the public schools, mission and private kindergartens. Miss Matilda M. Reny is associate principal. There is dormitory accommodation.

Cleveland Kindergarten Training School, 2050 E. 96th St., Cleveland, Ohio, was organized in 1894 by the Cleveland Day Nursery and Free Kindergarten Association. The two year course prepares to teach as assistant or director in the kindergarten; the third year, which is broadly planned, grants a playground certificate and an assistant training teacher's diploma. Kindergartners in the public schools of Cleveland are largely from the alumnæ of this school. The students have unusual opportunities in practice work, as to length of time, variety and number of children. A residence is provided for students. Miss Netta Faris is principal.

The Law Froebel Kindergarten Training School, 2313 Ashland Ave., Toledo, Ohio, grew out of a kindergarten established

in 1883 by Dr. Mary E. Law, M.D., and since that time has graduated some five hundred teachers, including nearly all those engaged in kindergarten work in the Toledo public schools. Froebel principles as well as those of the Montessori system are studied and daily practice is a part of the work.

The Oberlin Kindergarten Training School, Elm St., Oberlin, Ohio, was established in 1894. A two year course is offered with opportunity for primary student teaching. Clara May, Ph.B., is the principal.

Teachers College of Indianapolis, Alabama and 23d Sts., Indianapolis, Ind., established in 1882, gives a kindergarten course under the direction of Dr. Eliza A. Blaker.

Alma College, Alma, Mich., offers a course in kindergarten training under the supervision of Caroleen Robinson. This work was established in 1888 as a special department, since which time it has been made a college course. A state certificate is given after two years of work and the Bachelor's degree on completion of four years of work.

National Kindergarten and Elementary College, 2944 Michigan Blvd., Chicago, Ill., is one of the oldest extant schools of its kind in the country. It was established in 1886 as the Chicago Kindergarten College by Miss Elizabeth Harrison, its president, and the late Mrs. John N. Crouse. In 1912 the college was incorporated under its present name in affiliation with the National Kindergarten Association, whose directors are men and women of national reputation and influence. The following year the college moved to its present quarters in the historic Sidney Kent property. A strong faculty offers instruction in practical and theoretical kindergarten work. A broad training is given, including work in art, science, music and literature. Fifty practice kindergartens under the supervision of the college afford generous opportunities for observation and practice. The patronage is national. Those from out of town are expected to live in the dormitories. The Alumnæ Association, organized in 1893, includes many graduates holding leading kindergarten positions throughout the country.

Chicago University, School of Education, Kenwood Ave., Chicago, Ill., maintains a department of kindergarten training under the supervision of Miss Alice Temple.

The Pestalozzi-Froebel Teachers College, 616–622 S. Michigan Blvd., Chicago, Ill., maintained since 1896 by Mrs. Bertha Hofer Hegner, has incorporated some of the features of the Pestalozzi-Froebel Haus in Berlin. Mrs. Hegner was director of the Chicago Commons Social Settlement Kindergarten from 1895 to 1904. Special work is given for playground and primary teachers. Pupils are assigned for practice teach-

ing in about forty public school and social settlement kindergartens. The students come from all sections of the country.

The School of Elementary and Home Education, formerly The Chicago Kindergarten Institute, 701 Rush St., Chicago, Ill., established in 1894, has carried on its work in cooperation with the Social Settlement of the University of Chicago. It prepares teachers also for the primary grades. Students have excellent opportunities for practice teaching, and live in Gertrude House where the summer session is conducted.

Drake University, Des Moines, Ia., has long conducted a kindergarten department, now under the supervision of Miss Bessie M. Park.

Minneapolis Kindergarten Association Normal School, 2017 Bryant Ave., Minneapolis, Minn., was established in 1893. The course is two years, with opportunity for student teaching in kindergarten and primary grades, in private, settlement and mission schools. Stella L. Wood is the principal.

The Wilson Kindergarten-Primary Institute, St. Louis, Mo., is directed by its founder, Miss Mabel A. Wilson.

Dallas Kindergarten Training School, 1925 Cedar Springs Rd., Dallas, Texas, was organized in 1901, merging two earlier kindergarten associations. It is now one of the federated charities of the state. One hundred and forty young women have been graduated. It has its own buildings and maintains a home for students. Mary King Drew is the supervisor.

Fort Worth Kindergarten Training School, Jennings Ave., Fort Worth, Texas., formerly conducted by Elizabeth Hammers, is now maintained by Mary G. Waite.

San Antonio Kindergarten Training School, 151 North Pecos St., San Antonio, Texas, first opened in 1907, is associated with the Kindergarten Association of San Antonio and with the National Kindergarten College of Chicago. Miss Jessie Davis recently succeeded Rachel Plummer as principal.

Broadoaks Kindergarten Normal Training School, 714 W. California St., Pasadena, Cal., established in 1912 by Miss Ada Mae Brooks, maintains its own practice school for kindergarten and primary grades. Students also practice in the public schools. It is a boarding and day school.

SCHOOLS OF PHYSICAL EDUCATION

Posse Normal School of Gymnastics, 779 Beacon St., Boston, Mass., is modeled after the Royal Gymnastic Central Institute in Stockholm, Sweden, and the Swedish system of gymnastics is largely used. The school was established by Baron Nils Posse in 1890, and after his death was carried on by his wife, Baroness Rose Posse until 1915, when Hartvig Nissen became president. All students are required to spend one month at the school camp at Windsor, N.H.

Boston School of Physical Education, 105 S. Huntington Ave., Boston, Mass., was opened in 1913 and incorporated a year later. The school provides for women a two year course in physical education in preparation for teaching.

The Sargent School for Physical Education, 8 Everett St., Cambridge, Mass., was established by Dr. Dudley A. Sargent in 1881. Dr. Sargent, A.B., Bowdoin '75, A.M., '87; M.D., Yale '78, has been a pioneer in organizing physical education in this country, his influence is widespread, and the greater number of physical directors in our schools and colleges have been trained under his direction. The school developed from a gymnasium established in connection with Radcliffe College and in 1904 a building of its own was erected, which was almost doubled in capacity ten years later. The three year normal course, in which the mental and physical sciences are correlated, trains young women to teach all aspects of physical education. The work in June and September is carried on at the school camp in Peterboro, N.H. In addition to the normal course, remedial work is given. The pupils enrolled represent all parts of the United States and Canada. **See page 780.**

International Young Men's Christian Association College, Springfield, Mass., is the oldest and largest college for training of men for physical education. It trains men primarily for physical directors in the Y.M.C.A., but also for school and college work. A four year course leads to the degree of Bachelor of Physical Education for high school graduates. Two years are required for college graduates. A Summer School of Physical Education for men has been established, which offers courses for Y.M.C.A. workers, a school of coaching in the major sports and a course for teachers of physical education. The course in physical education is in charge of Dr. James Huff McCurdy, director.

New Haven Normal School of Gymnastics, 1466 Chapel St., New Haven, Conn., was organized in 1886 and moved to New

Haven six years later where it became known as the Anderson Normal School of Gymnastics; the present name was assumed in 1900. The school offers two and three year courses for teachers of physical training and playground work. The two year course includes an outdoor season of twenty weeks and six weeks camping at the shore. There is also instruction and practice in the school orthopedic dispensary. The men and women enrolled come largely from New England and the eastern states but there is a scattering from all over the country. E. Hermann Arnold, M.D., Yale, is the director. To enter a student must have graduated from a school of high school grade or have passed college entrance examinations. It has its own dormitories and its own enclosed campus.

The Chalif Normal School of Dancing, 163-165 W. 57th St., New York City, has been conducted for the past fourteen years by Louis H. Chalif. Instruction is given in æsthetic, interpretative, racial, toe and ballroom dancing to teachers of dancing and physical culture, exhibition dancers, amateurs and future teachers. All instruction is given personally by Mr. Chalif.

The Savage School for Physical Education, 308 and 310 W. 59th St., formerly the New York Normal School, offers complete courses in hygiene, the pedagogy, theory and practice of physical training, dancing, dramatics and playground work to men and women, mostly from Greater New York. It is the largest school of its kind in the state and especially prepares for teaching in the New York City schools. The school was established in 1895 and is still conducted by Watson L. Savage, A.B., Amherst '82, A.M., '85; M.D., Long Island Hospital '85, who has had wide experience in other schools. The faculty represents the best colleges and universities. A new building is planned for 1921. **See page 772.**

The Central School of Hygiene and Physical Education, 610 Lexington Ave., New York City, was established in 1910 by the Committee of Management of the Central Branch Y.W.C.A. A full time two year course in hygiene and physical education and a one year normal course in swimming prepare its graduates to meet the demand for instructors in physical education. Special and elective courses are given in corrective and remedial gymnastics and dancing. Miss Amy Morris Homans, formerly director of the Department of Hygiene of Wellesley College, is advisory director and Miss Helen McKinstry is director. **See page 773.**

Newark Normal School for Physical Education and Hygiene, 182–186 William Street, Newark, N.J., was established in 1917 by Randall D. Warden, B.S., Director of Physical Education, Newark Public Schools, and Mathias H. Macherey, Assistant Supervisor of Public School Gymnasiums and Playgrounds.

Its purpose is to thoroughly prepare in theory and practice young men and women to meet the increasing demand for teachers and directors in all departments of physical education.

Temple University, Broad and Berks Sts., Philadelphia, maintains in connection with its Teachers College a strong department of physical education, which since 1914 has been under the direction of William A. Nicolai, G.G. The department was established in 1892, four years after the establishment of the university. There are courses of two and four years giving complete training for teachers of physical education. High standards have been uniformly maintained. **See page 775.**

Normal College of the American Gymnastic Union, 415–419 E. Michigan St., Indianapolis, Ind., is the oldest American institution for the education of teachers of physical training, and since its establishment has been under the direction of and supported by the American Gymnastic Union, an organization begun through German influence in 1848. The Normal College was opened in New York City, in 1866, and after several moves finally settled in Indianapolis in 1907. Emil Rath is the president.

Normal School of Physical Education, Battle Creek, Mich., a branch of the educational department of the Battle Creek Sanitarium, has grown rapidly since its establishment in 1909 and enrolls women from all over the country. The strong faculty provides a three year course, fitting its graduates for service in every phase of health and physical education. There are elective and post graduate courses and a summer session. One of the large dormitory cottages has sleeping porches for all occupants. John Harvey Kellogg, M.D., is the president. C. Ward Crampton, M.D., is dean. **See page 777.**

American College of Physical Education, Grand Boulevard and 42d St., Chicago, Ill., was organized under its present name in 1913. It offers normal training, instruction and practice teaching to men and women preparing to become directors of physical education, directors of playgrounds and community centers and teachers in public schools of Chicago who wish to pursue special study. It also provides two years' work of junior college grade leading to a certificate. Morey Aldrich Wood, B.S., is president.

The Chicago Normal School of Physical Education, 430 South Wabash Ave., Chicago, Ill., established in 1903, affords thorough, theoretical and practical instruction to girls desiring to become directors of physical education, playground supervisors, dancing teachers or swimming instructors. The faculty consists of men and women of wide reputation in the educational world. High school graduates from accredited schools

are admitted without examination. Miss Frances Musselman is principal.

Hinman School of Folk Dancing, 721 N. Michigan Ave., Chicago, Ill., conducted by Miss Mary Wood Hinman, prepares students to become teachers of folk, gymnastic and ballroom dancing.

Department of Physical Education of the University of Wisconsin, Madison, Wis., established in 1911, offers courses for teachers of physical education, directors of play and instructors of athletics. This course covers the regular four years of college work and carries with it the degree of Bachelor of Science. T. E. Jones is the director.

Ted Shawn Studio, 932 South Grand Ave., Los Angeles, Cal., is under the direction of Ted Shawn, where Denishawn Dance Production Companies are trained. A special teachers' course of eight weeks is conducted during the summer. Miss Margerie Lyon is manager.

The Norma Gould School for Dancing, 1333 Georgia St., Los Angeles, Cal., was established in 1909 and is still conducted by Miss Gould. Dalcroze Eurhythmics and all forms of dancing are taught. A summer school is maintained in the Sierra Madra Mountains.

SCHOOLS OF EXPRESSION AND DRAMATIC ART

Emerson College of Oratory, Huntington Ave., Boston, established in 1880, is the largest institution of its kind. Henry Lawrence Southwick, now president, became partner of Dr. C. W. Emerson in 1889 and in 1899 bought the school and took charge. The regular academic course leading to a degree requires four years, about eighty elective courses being divided into seven general groups of studies. Half the students come from outside the state, the great majority being women. Summer courses are given in Boston, Charlottesville, Va., and Monteagle, Tenn. The school now has seven dormitories.

School of English Speech and Expression, Pierce Bldg., Copley Sq., Boston, established in 1896, is for a limited number of pupils who receive the individual attention of Marie Ware Laughton. The Outdoor Players is a summer school conducted by Miss Laughton in New Hampshire.

School of Expression, Pierce Bldg, Copley Sq., Boston, maintained by Dr. S. S. Curry, was organized by him as an independent institution in 1884, and is an outgrowth of a department of oratory in Boston University established in 1875. Dr. Curry has been at various times instructor at Harvard and Yale. A three year professional and normal course is offered. Summer courses are given in Chicago, Asheville, N.C., Burlington, Vt., New York and Boston.

Edith Coburn Noyes School of Expression, Symphony Bldg., Boston, was established in 1907. Mrs. Noyes offers modern practical courses in voice, diction, interpretation of literature and drama, interpretative dancing and of other more or less related subjects, all illuminated by an interesting personality.

Boston School of Public Speaking, 815 Boylston St., Boston, Mass., offers a one year course designed to meet the needs of public readers and teachers, and trains business and professional men and women to attain facility in the use of the spoken word. Conversation, public speaking, interpretation and acting are taught. Late afternoon and evening courses are arranged for those desiring special training. Mrs. Florence Evans and Miss Inez M. Swallow are the principals. A summer school is conducted at East Gloucester. The Playhouse-on-the-Moors is available for the production of school plays. **See page 768.**

Leland Powers School of the Spoken Word, 31 Gardner Way, Boston, has been maintained since 1904 by Leland Powers, who

is widely known as a public reader and author. Recently the school moved into a new building of its own in the Fenway, which contains one of the most artistic Little Theaters in the country. The enrollment is limited to one hundred and thirty, mostly young women from all parts of the country.

College of the Spoken Word, corner Washington and Cypress Sts., Brookline, Mass., was established in 1905 and is still conducted by Delbert Moyer Staley, Ph.D. A two year general course, a three year public speakers' course and a four year professional course are given in addition to evening classes.

The Alberti School of Expression, Carnegie Hall, New York City, maintained since 1897 by William M. Alberti, offers class and individual instruction in pantomime, elocution, literature, dancing, pageantry, costuming and scenic effects.

American Academy of Dramatic Arts, Carnegie Hall, was founded as the Lyceum School of Acting in 1884, and chartered fifteen years later by the regents of the State of New York. It is the earliest and foremost institution of its kind in the country and gives complete instruction in all phases of dramatic arts and expression, the regular course requiring two years. The senior classes are organized as a stock company and give public performances. Franklin H. Sargent is president. See page 773.

The Hawn School of the Speech Arts, Inc., Carnegie Hall, New York City, maintained by Henry Gaines Hawn for about twenty years, gives a variety of two year courses in reading, dramatic arts, literature and oratory.

Henderson School of Oratory, Æolian Hall, New York City, established by the director, Alfred E. Henderson, in 1909, specializes in individual instruction in direct preparation for the stage or lyceum platform. Instruction, both individual and in small groups, is given in public speaking and voice building.

The Alviene School of Dramatic Art, 225 W. 57th St., established in 1894 and maintained by Claude M. Alviene, gives professional training for the stage, the two regular six month courses being synchronous. Special and private courses are arranged. Classes are held in the evening.

New York School of Expression, 318 W. 57th St., New York City, was established in 1893 by Mrs. Genevieve Stebbins Astley, but since 1907 has been conducted by Mrs. Charlotte Sulley Presby. Instruction is given in class or in private, in technique and theory.

Vestoff Serova Russian School of Classic Dancing, 26 E. 46th St., New York City, offers instruction in æsthetic, interpretative, nature and folk dancing. A summer session is held during June and July. The school is under the direction of M. Veronine Vestoff and Mlle. Sonia Serova.

The Bennett School of Dramatic Art, Millbrook, N.Y., a department of the Bennett School, offers a two year graduation course to girls of ability who have completed high school, under the personal direction of Mr. and Mrs. Charles Rann Kennedy (Edith Wynne Matthison). Its purpose is not only to further personal development, but to give a groundwork in the technique of interpretation, play writing and production, which will admit pupils to advanced standing in the larger schools of dramatic art, and will also prove an asset to those looking toward social welfare work. **See page 744.**

The Williams School of Expression and Dramatic Art, Ithaca, N.Y., maintained since 1897 by George C. Williams, the secretary and treasurer of the Ithaca Conservatory of Music, offers instruction in the usual branches of oratory and dramatic art, with special work for those of defective speech.

The National School of Elocution and Oratory, 4010–4012 Chestnut St., Philadelphia, Pa., founded in 1874 by Professor and Mrs. J. W. Shoemaker, is the oldest chartered school of the kind in the country. The diploma course requires one year and an additional year leads to the degree of Bachelor of Oratory or Bachelor of Elocution. Saturday and evening courses are held.

Carnegie Institute of Technology, School of Drama, Pittsburgh, Pa., in 1913 established a comprehensive course in theater arts, combined with a college education. Arthur A. Hamerschlag is the president.

King's School of Oratory, Mt. Oliver, Pittsburgh, Pa., was established in 1884 by Byron W. King. An important part of the work is the correction of defective speech and the restoration of "lost" voice. There are evening and summer courses.

The Lucia-Gale Barber School, Belmont Road, Washington, D.C., is for children between the ages of four and fifteen. Rhythm is taught in place of physical education. It is a boarding and day school. Mrs. Mary R. Gale Davis is the principal.

Chaffee Noble School of Expression, 83 Hancock Ave., Detroit, Mich., established in 1877, is now carried on by Mrs. Edna Chaffee Noble, for eighteen years with the Chaffee Noble School of Expression in London.

Northwestern University, School of Oratory, Evanston, Ill., since 1878 in charge of Robert McLean Cumnock, is now directed by Ralph B. Dennis. There is a two year course with an optional year of more advanced work and a four year course leading to a degree. Public speaking, public reading, play producing and story telling are taught. Students live in the university dormitories.

The Anna Morgan Studios, Inc., 825 Fine Arts Bldg., Chicago, Ill., have been maintained since 1895 by Miss Morgan, who was at the head of the dramatic department of Chicago

Conservatory from 1883 to 1895. Dramatic art is taught in all its branches with especial attention to teachers and professional students. A few plays are given each year.

The Centralizing School of Acting, 20 E. Jackson Blvd., Chicago, is the only school in Chicago having its own theater. Theoretical and practical training is given in all branches of acting, stage management, as well as acting for the moving pictures. Many pupils have gained distinction on the stage. Until 1917 Edward Dvorak was the director. Upon his resignation William Owen became director.

Maclean College of Music, Dramatic and Speech Arts, 2835 S. Michigan Ave., Chicago, Ill., established in 1908 by J. C. Maclean, Mus.D., F.C.C.G., offers professional and cultural courses in day and evening classes leading to a degree.

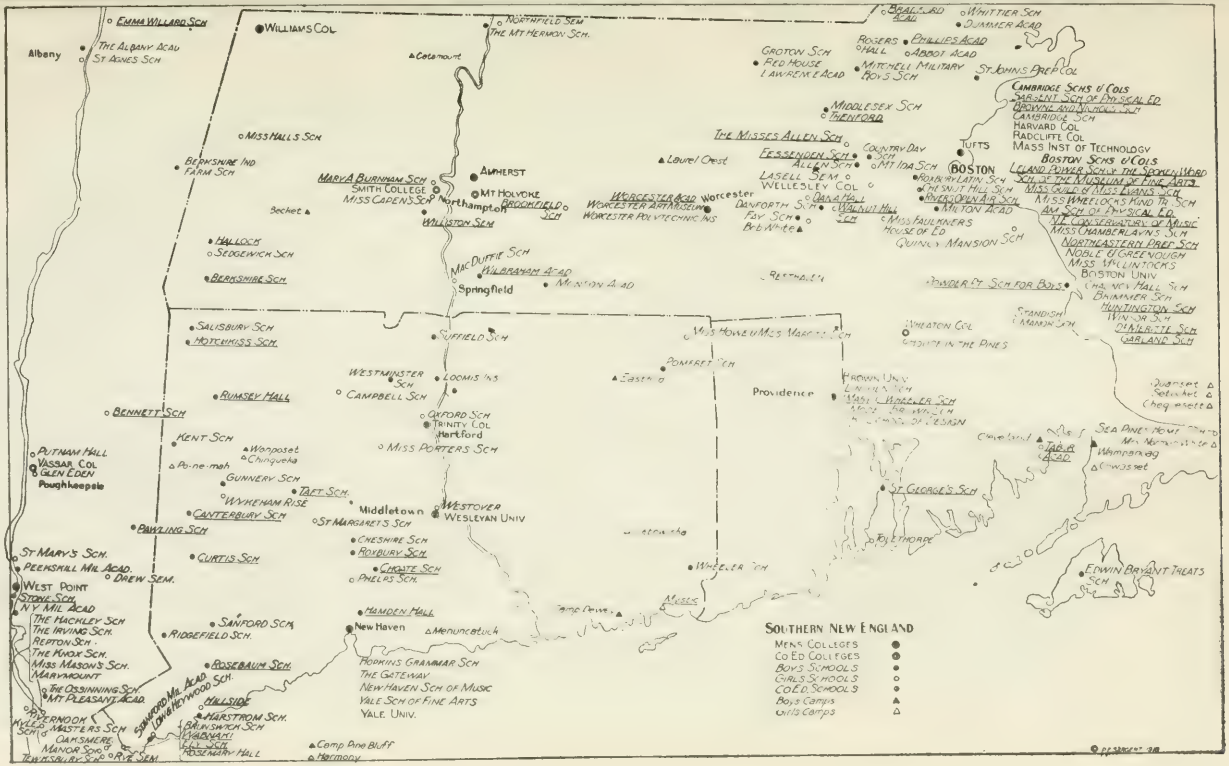
Columbia College of Expression, 3358 Michigan Ave., Chicago, Ill., was opened by Miss Mary A. Blood, Litt.D., and Mrs. Ida Morey Riley in 1890. Since 1905 the school has been under a board of directors with Miss Blood as president. Both men and women are prepared for teachers, lecturers, entertainers. Evening classes and a summer session are held. A normal school of physical education occupies the same building and is under the same management.

Morse School of Expression, Musical Art Bldg., Boyle Ave. and Olive St., St. Louis, Mo., conducted by Elizabeth Morse, provides a two year course in dramatic art, preparing students for work as public speakers, platform artists and interpreters of the drama. There are Saturday and evening classes. A summer school is also maintained.

The Perry School of Oratory and Dramatic Art, Euclid Bldg., St. Louis, Mo., has been maintained since 1897 by Edward P. Perry. Classes in physical culture and literature supplement the regular instruction of the school in dramatic expression.

The Georgia Brown Dramatic School, in The Little Theater, 3212 Troost Ave., Kansas City, Mo., affords specialized schooling in the elements of dramatic success. It trains directly for the stage There are classes for children. Mrs. Georgia H. Brown is director.

Cumnock School of Expression, 200 S. Vermont Ave., Los Angeles, Cal., was founded in 1894 by Addie Murphy Grigg. Since her death it has been owned and directed by Helen A. Brooks B.L., M.A. A three year course with normal is offered, preparing for dramatic reading, story telling, play producing, the stage or teaching. A four year course grants the high school certificate and includes advance training for platform work. A physical education department with normal is included. A six week summer session is maintained. **See page 779.**


Albany
Williams Col
Northfield Sem
The Mt Hermon Sch.
Emma Willard Sch
The Albany Acad
St Agnes Sch
Cotemount
Miss Hall's Sch
Berkshire Ind. Farm Sch
Mary A Burnham Sch
Smith College
Miss Capen's Sch
Amherst
Mt Holyoke
Northampton
Brookfield Sch
Becket
Williston Sem
Hallock
Sedgewick Sch
Berkshire Sch
MacDuffie Sch
Springfield
Wilbraham Acad
Monson Acad
Salisbury Sch
Hotchkiss Sch
Suffield Sch
Westminster Sch
Loomis Inst
Campbell Sch
Rumsey Hall
Bennett Sch
Oxford Sch
Trinity Col
Hartford
Miss Porter's Sch
Kent Sch
Wanposet
Chinqueka
Po-ne-mah
Putnam Hall
Vassar Col
Glen Eden
Poughkeepsie
Gunnery Sch
Taft Sch
Wyhenham Rise
Canterbury Sch
Middletown
Westover
Wesleyan Univ
St Margaret's Sch
Pawling Sch
Cheshire Sch
Roxbury Sch
Choate Sch
Phelps Sch
St Mary's Sch.
Peekskill Mil Acad.
Drew Sem.
West Point
Stone Sch.
N.Y. Mil Acad
The Hackley Sch
The Irving Sch.
Repton Sch.
The Knox Sch.
Miss Mason's Sch.
Marymount
The Ossinning Sch
Mt Pleasant Acad.
Ryenoon
Kyle Sch
Masters Sch
Cam Shore
Manor Sch
Rye Sem.
Curtis Sch
Sanford Sch
Ridgefield Sch.
Rosebaum Sch.
Sanford Mil Acad
Long Meadow Sch
Hillside
Marstrom Sch.
Brin Shaen Sch
Walbank
Lee Sch
Rosemary Hall
Hamden Hall
New Haven
Menunketuck
Camp Pine Bluff
Harmony
Hopkins Grammar Sch
The Gateway
New Haven Sch of Music
Yale Sch of Fine Arts
Yale. Univ.
Camp Pine Bluff
Meriden
Wheeler Sch
Providence
Brown Univ
Lincoln Sch
Moses Brown Sch
Mary C Wheeler Sch
Rogers Hall
Phillips Acad
Abbot Acad
Groton Sch
Red House
Lawrence Acad
Mitchell Military Boy's Sch
St Johns Prep Col
Middlesex Sch
Thetford
The Misses Allen Sch
Country Day Sch
Fessenden Sch
Allen Sch
Mt Ida Sch
Laurel Crest
Lasell Sem.
Wellesley Col
Dana Hall
Worcester Acad
Worcester Academy
Worcester Polytechnic Ins
Danforth Sch
Fay Sch
Bob White
Chauncy Hall Sch
Miss Faulkner's House of Ed
Quincy Mansion Sch
Rethalen
Tufts
Boston
Roxbury Latin Sch
The Snut Hill Sch
Myer Down Air Sch
Milton Acad
Cambridge Schs & Cols
Cambridge Sch
Harvard Col
Radcliffe Col
Mass Inst of Technology
Boston Schs & Cols
Leland Powers Sch of the Spoken Word
Sch of the Museum of Fine Arts
Miss Guild & Miss Evans Sch
Miss Wheelock's Kind Th Sch
Am Sch of Physical Ed
The Conservatory of Music
Miss Chamberlayne's Sch
Northeastern Prep Sch
Noble & Greenough
Miss Hall's Sch
Boston Univ
Chauncy Hall Sch
Brimmer Sch
Huntington Sch
Winsor Sch
Dinegre Sch
Garland Sch
Wheaton Col
Wheaton in the Pines
Standish Manor Sch
Powder Pt Sch for Boys
Miss Howe & Miss Warren Sch
Pomfret Sch
Eastern
Abbot Acad
Andover
Phillips Acad
Proctor Acad
Governor Dummer Acad
Whittier Sch
Dummer Acad
Bradford Acad
Quansett
Setuckett
Chequesett
Sea Pines House
Men Nemesimmet
Wampanoag
Cowasset
St George's Sch
Tabor Acad
Edwin Bryant Theats Sch
Southern New England
Mens Colleges
Co Ed Colleges
Boys Schools
Girls Schools
Co Ed Schools
Boys Camps
Girls Camps

SCHOOLS OF THE HOUSEHOLD ARTS

The Garland School of Homemaking, 2 Chestnut St., Boston, Mass., under the management of Mrs. Margaret J. Stannard since 1902, and incorporated in 1913, has been peculiarly successful in promoting education for homemaking. Mrs. Stannard was long engaged in kindergarten training and has been prominent in the educational life of Boston. The school is the first in the United States to develop a purely non-professional graduate course dealing with all aspects of a homemaker's responsibility. This course requires the study of family and civic obligations, of the house and its furnishings, of food and clothing, of personal and family budgets and their use, of social relations, and of the principles in science, art, economics and ethics which apply to these. **See page 769.**

Boston Y.W.C.A. School of Domestic Science, 40 Berkeley St., Boston, established in 1888, is one of the oldest of its kind. Practical and intensive courses are given in domestic art and science. Two hours of practice are given to one hour of theory. Residence in the school is compulsory for domestic science students. Miss A. Josephine Forehand, S.T.B., has been in charge since 1898.

Miss Farmer's School of Cookery, 30 Huntington Ave., Boston, established in 1902 and long conducted by Miss Fannie Merritt Farmer, author of the famous Cook Books, is now maintained by Miss Alice Bradley. Demonstrations, practice classes and special lessons are offered in all branches of cookery, table service, dietetics, household administration and marketing. Intensive courses of four to eight weeks are arranged.

The Winsor Training School, 1 Autumn St., Boston, Mass., was organized in 1918 by a committee of socially minded friends of Miss Winsor's School, with which, however, it has no direct connection. It offers a two year course including chemistry, biology, hygiene, sanitation, nursing, dietetics and social science. The project method is followed in five weeks of household management in residence. Miss Alice Bradford Foote, B.S., A.M., who has had experience in public school work, became the director in 1919.

The MacDuffie School of Housecraft, Springfield, Mass., a department of the MacDuffie School, separately housed, offers one and two year courses on the plan of English, French and Belgian schools, for the practical training of girls over eighteen. **See page 735.**

Worcester Domestic Science School, 156 Institute Road, Worcester, Mass., is the outgrowth of the Oread Institute.

Dormitories are provided for girls from a distance. Mrs. F. A. Wethered, formerly with the Oread Institute, is principal.

The Barnard School of Household Arts, 226 W. 79th St., is a select private school for girls of Greater New York, under the same general management as the Barnard School for Girls. Instruction is given in cooking, sewing, embroidery and other finishing courses.

The Commonwealth School, formerly The Home Efficiency School, 136 E. 55th St., New York City, is a school of home-making and social civics, established in 1917, for girls who have finished school or college. The complete course offers instruction in all branches of household administration and social and economic problems. Miss Jessie Ann Long, B.S., is the director.

The School of Home Economics, Syracuse University, Syracuse, N.Y., was recently opened in connection with the work of the regular departments of the university. For the B.S. degree, students must complete a two year general course and a two year course of specialization. Cooking, textiles, millinery, sanitation, nutrition, nursing, home management, gardening and bacteriology are among the special courses.

Ethical Culture School, Central Park and 63d Street, New York City, gives instruction in Domestic Science through all the grades and in the High School Course. **See page 772.**

Chautauqua School of Domestic Science, Chautauqua, N.Y., is one of the Summer Schools of the Chautauqua Institution. Demonstration lectures in cooking, dietetics, lunchroom management, sewing and household chemistry are offered during July and August under the directorship of Anna Barrows.

Pratt Institute, School of Household Science and Arts, Brooklyn, N.Y., opened in 1887, offers thorough two or three year courses for teachers and also one year professional and trade courses, giving very practical training. Miss Isabel Ely Lord is the director.

Skidmore School of Arts, Saratoga Springs, N.Y., maintains a school of home economics, which fits its graduates to serve as teachers or supervisors of household arts and sciences or to take positions as dietitians or institution managers. Edith Blackman, B.S., has charge of this department.

Mechanics Institute, 55 Plymouth Ave., Rochester, N.Y., founded in 1886, maintains a department of household arts under the direction of Miss May D. Benedict. Instruction is given in all branches of domestic arts and sciences, with special work for dietitians and managers of lunch rooms.

Drexel Institute, School of Domestic Science and Arts, 32d and Chestnut Sts., Philadelphia, Pa., in its three year and shorter courses makes the physical sciences, mathematics and

English the foundation of training in the appropriate special subjects of domestic science.

Temple University, Philadelphia, has in connection with the Teachers College a Department of Household Economics under the direction of Miss Gertrude O. L. Dustin, B.S. Courses are one to four years in length, and ample facilities for practice teaching in elementary and high school grades are provided. Graduates will be certified under the Smith-Hughes Act. The course was established in 1894. **See page 775.**

Hood College, School of Home Economics, Frederick, Md., organized in 1907, is in charge of Miss Edith Andrews. A four year standard course leading to the B.S. degree is offered.

The Battle Creek Sanitarium School of Home Economics, Battle Creek, Mich., is one of the three schools which are the development of the educational work of the Sanitarium. It was organized in 1906 to meet the need for trained dietitians and institutional demonstrators. In 1917 the rapid growth of the school caused the trustees and faculty to reorganize, incorporating post graduate work. Lenna Frances Cooper, V.S., is the director. **See page 776.**

The School of Domestic Arts and Sciences, 6 N. Michigan Ave., Chicago, Ill., in 1901 took over the practical courses in domestic science of Armour Institute of Technology. Courses for homemakers and nurses are offered; also practical courses in sewing, cooking, nursing and household administration. Mrs. Lyndon Evans is the president.

Technical Normal School of Chicago, 3207 Michigan Blvd., Chicago, established in 1910, maintains a department of domestic science offering one and two year courses in all branches of household economics. The students are prepared for positions as dietitians, institutional managers and teachers, and to that end are given opportunities for practice teaching in the social settlements.

NURSES' TRAINING SCHOOLS

Cambridge Training School for Nurses, 315 Broadway, Cambridge, Mass., established in 1910, was incorporated and registered in 1912. Affiliations with the Belmont Sanitarium, the Doore Hospital at Watertown and the Bosworth Hospital, Brookline, Mass., enable the student nurses to gain a wide practical experience.

New York Infirmary for Women and Children, 321 East 15th St., New York City, offers a two and a half year course in the Registered School of Nursing to first year students from accredited high schools. Lucy F. Ryder is the director.

Harlem School of Nursing, 217 West 125th St., New York City, incorporated in 1907, offers a five months' course in nursing and special instruction in massage, obstetrics and care of children. There is no age limit for applicants.

Long Island College Hospital School of Nursing, Brooklyn, N. Y., founded in 1882, is affiliated with a well established medical college. Courses in anatomy, physiology, chemistry, pathology, bacteriology, hygiene and sanitation are given in the laboratories of the Medical School. James Chidister Egbert, Ph.D., is president of the college, and Marguerite A. Dudley, R.N., is principal of the Nursing School as well as superintendent of nurses. The usual three year course is given.

United Hospital Training School for Nurses, Port Chester, N. Y., is affiliated with Mt. Sinai Hospital Training School, New York City, where students give six months' service in different departments.

Bloomingdale Hospital School of Nursing, White Plains, N. Y., established in 1895, is affiliated with the New York Hospital and the Manhattan Maternity Hospital. Adele S. Poston, R.N., the director, is assisted by fifteen instructors and specialists in giving the three year course. Broad training is supplemented by special experience in the nursing of nervous and mental disorders under observation at the Bloomingdale Hospital.

White Plains Hospital Training School for Nurses, 53 New York Post Rd., White Plains, N. Y., conducts a three year course of lectures, demonstrations and conferences, supplemented by practical experience in medical, surgical, gynecological and obstetrical nursing, obtained in the wards of the hospital. Ida Nudell, R.N., is superintendent of the hospital as well as principal of the school of nursing.

Vassar Brothers Hospital Training School for Nurses, Poughkeepsie, N. Y., founded by John Guy and Matthew Vassar, Jr.,

and incorporated in 1882, provides a three year course in professional nursing. Pupils receive a three months' course in obstetrics at the Manhattan Maternity Hospital and the New York Nursery and Children's Hospital in New York City. The term of probation is four months. Mildred Deyo, R.N., is superintendent of the school. Two homes are provided for student nurses.

School of Nursing, Syracuse University, was founded in 1888 and became a department of the university in 1915. The Hospital of the Good Shepherd, an active teaching hospital, offers opportunity for practicing the theory taught in classrooms by instructors in the College of Medicine and by graduate nurses.

Mercer Hospital, Trenton, N. J., offers a three year course in training for nurses. The admission requirements call only for a grammar school education and one year of high school.

School of Nursing, Mount Sinai Hospital, East 105th St., Cleveland, Ohio, conducted by the Western Reserve University, is an up to date school affiliated with a Public Health Teaching District. Eight instructors and eleven lecturers comprise the teaching staff of the school which is headed by Claribel A. Wheeler, R.N. The usual courses are offered.

Grace Hospital School for Nurses, John R. St. and Willis Ave., Detroit, Mich., offers a two and a half year course in theoretical and practical nursing.

Hurly Hospital Training School for Nurses, Flint, Mich , in connection with the Hurly Hospital, was established in 1909 by the Board of Hospital Managers. Forty nurses are in training under the direction of Anna M. Schill, R.N., superintendent. Thirty-one doctors are on the Board of Lecturers.

Training School for Nurses, Battle Creek Sanitarium, Battle Creek, Mich., first offered courses of instruction for nurses in 1877, but it was not until 1883 that the Training School was actually organized. More than a thousand nurses have since been graduated. The school made a new departure in the training of nurses by introducing systematic instruction and daily drill in physiologic therapeutics. The school for nurses is a part of the plan to spread the principles and methods of the famous sanitarium. Hydrotherapy, phototherapy, electrotherapy and gymnastics are among the specialized subjects. The course of theoretical instruction continues throughout the training period of three years and averages six to eight hours weekly, including lectures, classes and practical demonstrations. Twenty-six instructors are on the staff. Mrs. Mary Staines Foy, R.N., is superintendent of the Training School and superintendent of nurses. **See page 778.**

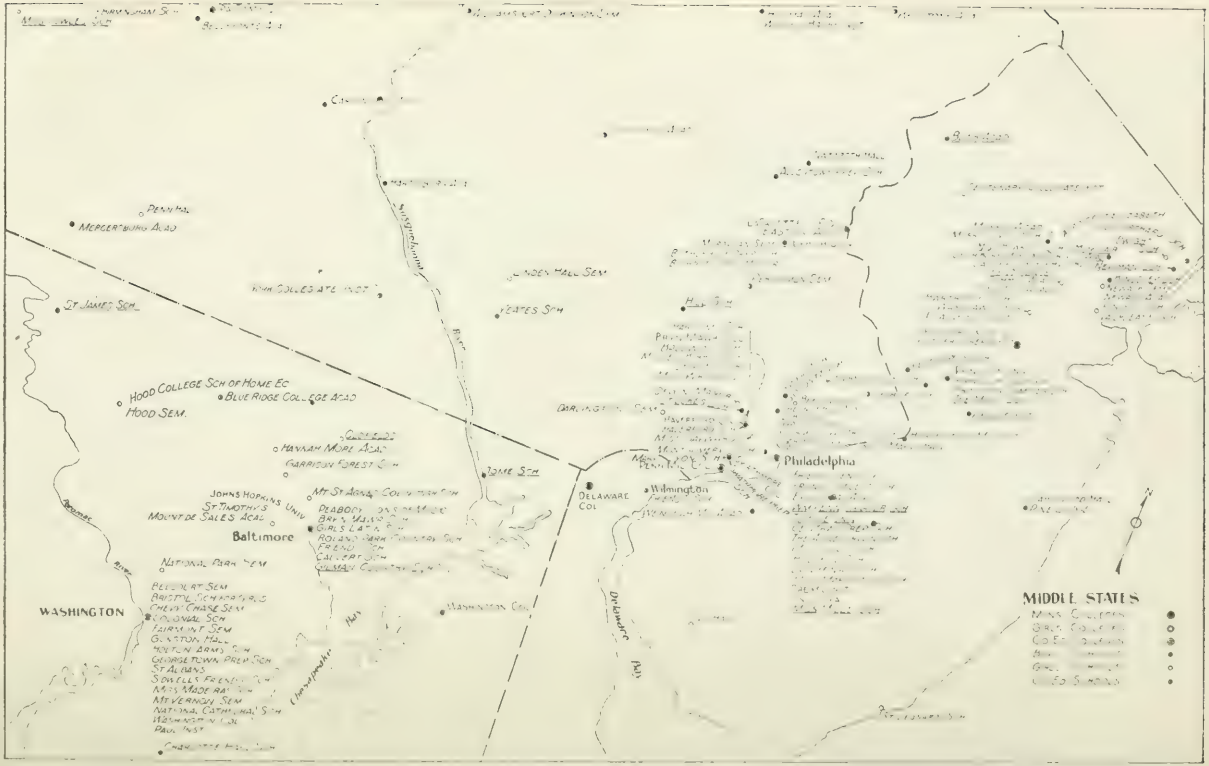
American Training School for Nurses, 1555 N. La Salle St.,

Chicago, Ill., was started in 1904 by C. A. Wood, M.D. It offers a six months' correspondence course.

Douglas Park Maternity Hospital, 1900 S. Kedzie Ave., Chicago, Ill., offers a short course in obstetrics to beginners or post graduates. A two year general course is also given.

Illinois Training School for Nurses, 509 South Honore St., Chicago, founded in 1880 and incorporated the following year, is connected with the Cook County and Highland Park Hospitals, Chicago. Forty-six lecturers assist in the instruction of more than one hundred and forty student nurses. The usual three year course is supplemented by a post graduate and a special course which is limited to twenty students. Miss Theresa L. Richmond, R.N., is director of the educational department.

Michael Reese Hospital Training School for Nurses, Chicago, Ill., opened in 1890, makes use of all the affiliations of the Michael Reese Hospital for its student nurses. Social service and teaching invalid occupations are emphasized. Margaret H. Mackenzie, R.N., principal, and a staff of more than thirty experts supervise the training.


Penn Hall
Mercersburg Acad
St. James Sch
Hood College Sch of Home Ec
Blue Ridge College Acad
Hood Sem.
Maynam Mori Acad
Garrison Forest Sch
Johns Hopkins Univ
St. Timothy's
Mount de Sales Acad
Baltimore
National Park Sem
Washington
Potomac River
Chesapeake Bay
Susquehanna River
Yates Sch
Lenden Hall Sem
Jome Sch
Delaware Col
Wilmington
Philadelphia
Delaware River
Maryland Col
MIDDLE STATES

Wentworth Institute, Huntington Ave., Boston, Mass., was founded by Arioch Wentworth, a citizen of Boston, whose aim, expressed in his will, was to establish a school "for the purpose of furnishing education in the mechanical arts." It was incorporated in 1904. The board of directors spent several years investigating the educational needs of the community. It opened in 1911 and has been several times since enlarged by the erection of additional buildings. Both day and evening instruction is given. The day courses, in building and manufacturing trades and also in printing, are of either one or two years duration. The courses are open to practically anyone who is "thoroughly in earnest." Because of the large endowment the tuition is nominal. The faculty consists of forty-five teachers. The principal is Arthur L. Williston, and there is an attendance of nearly eighteen hundred students from eighteen states and foreign countries. The equipment is complete and the work is on a high plane of efficiency.

Hawley School of Engineering, Boston, Mass., in the basement of Mechanics Hall, has been conducted by Thomas Hawley since 1900. Instruction is given in the practical everyday applications of steam and electricity to fit men for licenses as engineers or electricians. The school is wholly supported by the fees of the students. Over four hundred are annually enrolled.

Worcester Polytechnic Institute, Worcester, Mass., is of collegiate grade, admitting to its four-year courses in the various branches of engineering and chemistry only such students as have had four years of high school or its equivalent. Founded in 1868, its endowment has been steadily increased to nearly a million by gifts from numerous benefactors, chiefly prosperous manufacturers of Worcester. The tuition fee is $150. There is an enrollment of over five hundred largely from the city and state. Upward of two thousand have been graduated. Ira N. Hollis, for twenty years professor of engineering at Harvard, has been president since 1913.

Hebrew Technical Institute, Stuyvesant and 9th Sts., New York City, supported by voluntary contributions, was established in 1884 to give technical training to the Jewish population in the mechanical trades. It is chiefly for boys from fourteen to eighteen years of age. The course of study is for three years in woodworking, pattern making, architectural drawing, etc. The evening trade school, founded in 1903, gives

courses in tool, instrument and pattern making, mechanical drawing, etc. The enrollment is over three hundred. Edgar S. Barney, A.M., C.E., Sc.D., is the principal.

Cooper Union, Third Ave. and 8th St., New York City, was founded and munificently endowed by Peter Cooper in 1854. It differs from most other technical institutions in the much broader scope of its work. The purpose of the founder was to provide instruction that would improve the working classes of the city, to maintain a free reading room, art galleries and scientific collections, and to provide instruction for women in the art of design. It was the first provision for such technical instruction. The original endowment of $1,000,000 has been increased by members of the Cooper family and Andrew Carnegie to more than $2,000,000. There are evening classes in a great number of subjects of art and design. Over eight thousand pupils have completed these art courses. Applications are annually received from thousands more than can be accommodated. Charles R. Richards, formerly of M.I.T., director since 1908, has brought to his work the broadest training and a large conception of his duties.

The General Society of Mechanics and Tradesmen, W. 44th St., New York City, instituted in 1785, began its educational work in 1820 providing for the free education of its own members. Because of the improvement in the public schools the instruction was reorganized to meet new economic conditions. Since 1859 the evening school has given free instruction in drawing, modeling, mathematics and physics. The enrollment is over two thousand.

Baron de Hirsch Trade School, 222 E. 64th St., New York City, was established in 1891 to aid indigent Hebrews to become self supporting. Preference is given to those born in Russia or other foreign countries. Instruction is chiefly in the building trades. The endowment and combined gifts amount to about $2,500,000.

New York Trade School, First Ave., 67th and 68th Sts., New York City, is an endowed institution, founded in 1881 by the late Col. R. T. Auchmuty for the purpose of providing young men between the ages of seventeen and twenty-five with practical and technical trade instruction. Instruction is furnished in plastering, bricklaying, house painting, plumbing, pattern making, steam fitting, printing, electrical wiring, cornice and skylight work and sheet metal pattern drafting. The courses of instruction are arranged for beginners, as well as those already in the trades who may be desirous of increasing their manual skill and technical knowledge. The value of the foundation is $1,000,000. The yearly enrollment is five hundred. H. V. Brill is the superintendent.

Polytechnic Institute of Brooklyn, N.Y., College of Engineering, is of collegiate grade open only to those who have had four years of high school or equivalent. It provides four or five year courses in all branches of engineering and also graduate courses in civil, electrical and mechanical engineering. The institute dates from 1853 and its collegiate work in engineering from 1870. In 1912 its resources were increased by the raising of a fund of $800,000. A tuition fee of $200 is charged. Fred W. Atkinson, A.B., Harvard, '90, Ph.D., Leipzig, formerly superintendent of instruction in the Philippines, has been president since 1904.

Pratt Institute, Ryerson St., Brooklyn, N.Y., was founded in 1887 by Charles Pratt after long study of trade schools in this country and Europe. He aimed to give boys and girls such a training as he had felt the need of in his own youth. He wished to promote industrial education and to inculcate habits of thrift in a way not given by existing schools. The endowment is nearly $4,000,000 but there are moderate tuition fees. The School of Science and Technology offers technical training in three intensive two year day courses; namely, industrial mechanical engineering, industrial electrical engineering and industrial chemical engineering. There is also a one year day trade course in machine construction and evening technical and trade courses providing supplementary instruction for men employed during the day in mechanical, electrical, chemical and building industries and trades and related occupations. Samuel S. Edmands is the director of the School of Science and Technology.

Rensselaer Polytechnic Institute, Troy, N.Y., established in 1824, requires the equivalent of high school preparation. It offers four year courses in all branches of engineering and also affords opportunity for advanced work.

Rochester Athenæum and Mechanics Institute, Rochester, N.Y., maintains schools of applied, industrial and household arts. The Athenæum was chartered in 1830 and in 1891 was consolidated with the Institute, which opened in 1885. It is a polytechnical institution for the direct training of men and women for greater industrial, domestic and fine and applied art efficiency. There is a dormitory for women students. Royal B. Farnum is president.

Newark Technical School, Co-Industrial College of Technology, Newark, N.J., was organized in 1855. It is a state institution, toward the support of which the city of Newark appropriates. It is governed by a board of trustees. The president is Dr. Daniel Russell Hodgden, Sc.D. About five hundred are annually enrolled. Courses in general electricity, building construction, jewelry, etc., are given.

Williamson Free School of Mechanical Arts, Williamson School P.O., Delaware Co., Pa., was founded in 1888 by the will of Isaiah Williamson, a Philadelphia merchant, which defined the purpose of the school to train any man in mechanical trades. The endowment amounts to more than $3,000,000. No charge is made for board, clothing or instruction, but all pupils, who must be sixteen years of age, are bound over to the trustees for a period of three years. The instruction is chiefly in the building and mechanical trades. Ninety-five per cent of the graduates enter at once trade work at wages sixty to one hundred per cent of full journeyman's pay.

The Drexel Institute, 32d and Chestnut Sts., Philadelphia, Pa., was endowed with gifts amounting to $3,000,000 by Anthony J. Drexel in 1892. $1,000,000 was spent on buildings and equipment. There are departments of architecture, science, commerce and domestic science. Several hundred distinct courses covering almost every form of instruction in art, science and industry are given. The institute offers additional educational facilities through its library and picture gallery. The tuition fee is low. More than a thousand students are enrolled. Dr. Hollis Godfrey, Sc.D., F.R.G.S., is the president.

Spring Garden Institute, of Philadelphia, Pa., was established in 1851 to teach industrial drawing and design. The income is derived both from tuition fees and endowment. Over one hundred are enrolled in the day school and the night courses are taken by upward of seven hundred.

Carnegie Institute of Technology, Pittsburgh, Pa., founded and endowed in 1900 by Andrew Carnegie, incorporated in 1912, conducts four separate schools, giving both day and night instruction in engineering and fine and applied arts. Industrial courses for men and courses for women combining training for the home and for a profession are given. The school enrolls over three thousand from the United States and foreign countries. Arthur A. Hamerschlag, Sc.D., LL.D., is the president.

Baltimore Polytechnic Institute, 200 E. North Ave., Baltimore, Md., a secondary technical school established in 1883 and maintained by the City of Baltimore, was the second educational institution in the United States to establish manual training as a part of the course of a public school system. A new building was completed in 1914. There are about fifteen hundred students. William R. King, U.S.N., retired, is the principal.

Bliss Electrical School, 115 Takoma Ave., Washington, D.C., has in the past twenty-four years given over two thousand young men a condensed course in fundamentals of applied electricity and engineering subjects.

Miller Manual Labor School, Crozet, Va., was established and endowed with over a million by Samuel Miller for "poor orphan children and other white children, residents of the County of Albemarle." Since 1884 girls as well as boys have been admitted, ranging in age from ten to fourteen. The majority remain in the school from four to seven years. Instruction is given in machine shop, foundry and forge practice, woodworking, printing and for girls in dressmaking and sewing.

Virginia Mechanics Institute, Richmond, Va., was established in 1854 as a night school for apprentices. Instruction is given in mathematics, science, drawing, engineering, commerce and telegraphy. H. L. Davidson is the superintendent.

Georgia School of Technology, Atlanta, Ga., organized in 1888 and supported by the state, is open to students sixteen years of age or more who present fourteen points for admission. It is a school of mechanical, electrical, civil and textile engineering. Courses are also given in engineering chemistry, chemistry, architecture, commerce and industrial education. Over sixteen thousand have been enrolled and the present enrollment is thirteen hundred. In 1906 Dr. K. G. Matheson became the president.

Alabama Polytechnic Institute, Auburn, Ala., is a state institution, established in 1872. Charles C. Thach, LL.D., is the president.

Isidore Newman Manual Training School, New Orleans, La., was established in 1903, and through the munificence of the donor, whose name it bears, it is a non-sectarian day school with kindergarten, elementary and high school grades, emphasizing manual training of all sorts, throughout the courses. The school teaching staff consists of thirty college trained men and women, and prepares for the leading colleges in the country.

Ohio Mechanics Institute, Canal and Walnut Sts., Cincinnati, Ohio, founded in 1828 and incorporated in 1829, first opened its evening school in 1856. In 1900 an expanded educational program was inaugurated and a day school begun. Mrs. Mary M. Emery gave $500,000 for a new building which was completed in 1911. An industrial museum was opened in 1914. The Institute of Applied Arts offers instruction in technical training in four intensive two year day courses, namely, architecture, industrial art, industrial mechanical engineering and industrial electrical engineering. The Institute also offers courses of secondary grade preparatory to mechanical industries, electrical industries, chemical industries, architecture, industrial art, lithography and photolithography, printing, machine work, woodwork and pattern making, automotive lines. John T. Faig, M.E., is the president.

Central Institute, 2481 East 55th St., Cleveland, Ohio,

established in 1889 as a business college was in 1895 incorporated and placed under the present management. There are day and night sessions and departments of Drafting, Engineering, Business, etc. J. C. Oldt, A.M., B.Ped., and A. E. Manbeck are the associate principals.

Muncie National Institute, Muncie, Ind., has come into existence in response to the demand for vocational training. It offers a great variety of vocational and normal courses. It reports an enrollment of over thirty-six hundred.

Rose Polytechnic Institute, Terre Haute, Ind., is of collegiate grade, accepting students of sixteen years and over who have completed four years of high school or equivalent. It was founded in 1874 by Chauncey Rose as the Terre Haute School of Industrial Science. It opened in 1883 under its present name. It has recently acquired a new site of one hundred and twenty-five acres outside the city where a new plant is being erected. It is a school for the higher education of young men, especially for the professions of mechanical, electrical, civil, architectural and chemical engineering. John White, A.M., Ph.D., is the acting president.

Tri-State College, Angola, Ind., offers short engineering courses with diploma and degree at low expense to young men of common school education.

Detroit Institute of Technology, Y.M.C.A. Building, Detroit, Mich., established in 1909, is under the auspices of the Y.M.C.A. The annual enrollment is over four thousand. Benjamin D. Edwards is the chancellor.

Armour Institute of Technology, Chicago, Ill., founded in 1892 by Philip D. Armour, requires a high school certificate examination in fifteen units for admission. It offers four year courses in mechanical, electrical and civil engineering, and architecture leading to a degree. Frank W. Gunsaulus, D.D., LL.D., is the president.

Coyne Trade and Engineering Schools, 45 E. Illinois St., Chicago, Ill., established in 1899, offer practical training in mechanical, electrical and building trades. The enrollment is about one thousand. Bennett Wellington Cooke is the director.

Lewis Institute, Madison and Robey Sts., Chicago, Ill., was established by Allen C. Lewis in 1896 with an endowment of $1,000,000 which yields an annual income of $70,000 supplemented by $80,000 from other sources. The school property has a value of $750,000. The whole time faculty of fifty gives instruction to over nine hundred day and two thousand evening pupils in broad technical courses. The present head is George N. Carman, A.B. '81, A.M. '06, Univ. of Mich.

Bradley Polytechnic Institute, Peoria, Ill., annually enrolls eleven hundred students. The school was founded by Mrs.

Tobias Bradley in 1897 and was richly endowed by her at her death in 1908. Theodore C. Burgess, A.B., Ph.D., Chicago Univ., has been connected with the school since its inception and director since 1904. Instruction is given in manual training, domestic economy, automobiles and watch making.

David Rankin, Jr., School of Mechanical Trades, Finney, Newstead and Cook Aves., St. Louis, Mo., is a large endowed trade school enrolling eight hundred men and boys over fourteen years of age. The regular day course covers two years. The school has grown steadily since its opening in 1909. The superintendent in charge is Lewis Gustafson.

School of Engineering, 161–171 Michigan St., Milwaukee, Wis., established in 1905 by the president, Oscar Werwath, E.E., gives courses in commercial and electrical engineering.

Dunwoody Institute, Minneapolis, Minn., was heavily endowed by William Hood Dunwoody, a wealthy flour manufacturer, who died in 1914, in which year the school opened. It is a trade school offering free instruction to residents of the state. A small tuition fee is charged for non-residents. Day, evening, extension, correspondence, part time and dull season instruction is given in automotive trades, baking, building trades, electrical trades, farm mechanics, machine shop trades, including blacksmithing and oxyacetylene welding, photography, printing trades and sheet metal trades. During the war the facilities of the school were used by the government in training enlisted men. Over eight thousand army and navy men here received instruction.

Billings Polytechnic Institute, Billings, Mont., was established in 1908 by Lewis T. and Ernest T. Eaton to afford opportunities for technical training for working people of the immediate region.

California School of Mechanical Arts, 16th and Utah Sts., San Francisco, Cal., was established by James Lick in 1876, who left in trust $540,000. Owing to legal complications the school was not opened until 1895. Over four hundred pupils are enrolled of whom about twenty per cent prepare for college. George A. Merrill, B.S., Univ. of Cal. '88, the principal, has been in charge since the school was established.

Wilmerding School of Industrial Arts, San Francisco, Cal., was established in 1899 by the gift of $400,000 from Mr. Wilmerding, "to teach boys trades." The four year course is open to any grammar school graduate without charge.

California Polytechnic School, San Luis Obispo, Cal., is a state institution established in 1901 offering academic courses as well as vocational courses in agriculture, mechanics and household arts. M. H. Chase, A.M., is the vice director.

SCHOOLS FOR THE DEFICIENT
PHYSICALLY, MENTALLY, SENSORILY

Sarah Fuller Home for Little Deaf Children, West Medford, Mass., established in 1888, is conducted by Miss H. Morrison. It is for children between the ages of three and five, and does not accept pupils of subnormal mentality.

Hillbrow School, 16 Summit St., Newton, Mass., was established in Boston in 1896, and in its present site in 1910 by Miss Alice Shovelton and Miss Amy S. Bridgman who still conduct it. It is a school for special and individual teaching for children of undeveloped faculties.

Pembroke Arms School, 3 Midland Road, Wellesley, Mass., is a home school for delicate, sensitive, nervous or backward girls. Miss Harriet Marshall, who is a graduate of Bridgewater Normal School, and has done advanced work in Radcliffe and Columbia, is the principal. Her sister, Miss Mary Page Marshall, has charge of the handwork and physical training.

Standish Manor School, Halifax, Mass., near Plymouth, is a home school for thirty backward girls who need special tutoring because of time lost. Begun in 1911 at East Orleans it came under the management of the present head, Miss Harriet G. Russell, in 1919, who has developed the school into one of the best of its kind. Courses are carefully planned, not only in all school subjects, but in speech improvement, physical training, music, hand and craft work.

Terrace Home School, Amherst, Mass., for backward children, was established in 1881 and is conducted by Miss Frances J. Herrick. It is limited to sixteen pupils who are backward because of accident, disease or by constitutional peculiarities.

Elm Hill, Barre, Mass., a private home and school for feeble minded youth, established in 1848 for the education and improvement of backward or eccentric children, was the first institution of its kind in this country. The teaching is individual and particular attention is paid to health. Gymnastics, manual training and outdoor walks and gardening are among the forms of exercise. It is conducted by Dr. George A. Brown and Dr. G. Percy Brown, both of whom are graduates of Yale and of the Harvard Medical School.

Florence Nightingale School, 238th St. and Riverdale Ave., New York City, for nervous and backward children, was

opened in 1912 and is now under the direction of Miss Sara Weinberger, a registered nurse, May J. Robins and Rudolph S. Fried. Day and boarding pupils are provided for, with separate buildings for boys and girls. A summer school and camp at Katonah, N.Y., is maintained.

The Wright Oral School for the Deaf, 1 Mount Morris Park, West, New York City, founded in 1894 by John Dutton Wright, M.A., who still conducts it, has done a notable work in its field. It provides the most scientific instruction for deaf children and those who have defective hearing. The speech method is used exclusively from kindergarten to college entrance. The number of boarding pupils is limited to thirty. Helen Keller is perhaps the school's most widely known pupil.

Mrs. Decker's School, 56 St. John's Place, Brooklyn, N.Y., for exceptional, backward and nervous children, was opened in 1919 by Mrs. Jane E. Decker. It is intended for those whose abnormality is slight and may be rectified if undertaken at the proper time.

Sycamore Farm School, Newburgh, N.Y., was established in 1897 in the remodeled Brewster homestead, which dates from the time of the Revolution. The school is limited to twelve children and the school work is confined mainly to the morning hours. It is maintained by N. R. Brewster.

Binghamton Training School, 82 Fairview Ave., Binghamton, N.Y., was established and is maintained by Dr. and Mrs. A. A. Boldt. It is a home school for nervous, backward and mental defectives. A farm in connection supplies farm products.

The Seguin Physiological School, 370 Center St., Orange, N.J., is one of the oldest and best known schools for mentally deficient children. It is maintained by Mrs. Seguin, the wife of Edward Seguin, the celebrated pioneer in the education of the feeble minded. The school is limited to twenty-five resident and three day pupils. The situation is excellent and the equipment of the best.

Neidlinger School, 100 Prospect St., East Orange, N.J., is for backward and unusual children, especially those who lack coordination. It is maintained by Mr. W. H. Neidlinger, who has had a long previous experience in cultivation of the voice and cure of speech defects.

The Bancroft Training School, Haddonfield, N.J., was established in 1883 by Margaret Bancroft. It is an attractive home school for the training of children whose mental development has not progressed normally. It is now conducted by Dr. E. A. Farrington as resident physician and Miss Jenzia Coulson Cooley as principal. They are assisted by a strong resident and consulting staff. The school is limited to sixty children and physicians may retain supervision of their cases.

The summer camp "Garthgannon Lodge" is at Owl's Head on the Maine coast.

The Training School at Vineland, N.J., established in 1888, is incorporated and endowed and has become perhaps the center of the most important experimental work and research that has been done with and in the interest of the feeble minded. It receives both private and state pupils and the average attendance is about five hundred. A great variety of industrial craft and agricultural activities are carried on and numerous important bulletins and publications have emanated from the school. E. R. Johnstone is the superintendent.

The Latshaw School, 3412–3414 Sansom St., Philadelphia, Pa., for subnormal or defective children from three to twenty-one years old, endeavors to develop the child's individuality through his own initiative. The director, Allen Latshaw, has had nearly thirty years of varied experience with seven thousand subjects. The present school was opened as a day school in 1904 and as a boarding school in 1912.

Archbishop Ryan Memorial Institute, 1801 Vine St., Philadelphia, Pa., is a boarding and day school for deaf children and children who have defective speech, conducted by the Sisters of St. Joseph. Fifty pupils are enrolled.

Esdon Hall, Miss Lawrence's School, 101 Summit Ave., Chestnut Hill, Philadelphia, Pa., is for nervous and backward children unsuited to ordinary schools. Each child is given individual care and instruction by the most improved methods.

Hedley School, Germantown, Pa., is an attractive home school for a small number of children of retarded mentality, conducted by Dr. J. R. Hedley and Mrs. Hedley.

The Brookwood School, for nervous and backward children, Lansdowne, Pa., a suburb of Philadelphia, was established by Miss Rachel W. Brewster in 1903. The school is open the entire year, the summer being spent at the seashore.

The Sanatorium School, 46 Runnymede Ave., Lansdowne, Pa., established in 1915, is both a sanatorium and a school for children suffering from paralysis, cerebral hemorrhage, anemia, aphasia, incoordination and speech defects. No feeble minded are accepted. Patients and pupils are limited to fifteen, chiefly from wealthy families. Miss Claudia M. Redd is the head.

Acerwood Tutoring School, Devon, Pa., is for boys and girls who are normal in the affairs of social life but who require special tutoring to make progress in school work. It is a well equipped school conducted by Miss Helena T. Devereux and offers instruction from kindergarten to high school, with manual arts, nature study, gardening, and domestic science.

Miss Woods' School, Roslyn, Pa., is for exceptional children. Before entrance each child is given a psychological and

physical examination. There is a domestic science department for older girls. It is conducted by Miss Mollie A. Woods, who has had long experience as a teacher in the Philadelphia schools and is a graduate of Vineland Training School.

The Evergreens, Pottstown, Pa., is a small school for deficients, conducted by Miss Anna E. Yorgey.

Miss Reinhardt's School, Kensington, Md., a suburb of Washington, is for little deaf children, ably conducted by Miss Anna C. Reinhardt, who really loves her work. Speech defects are corrected and lip reading is taught. Children are prepared for attendance at the public and other schools for normal children.

Gallaudet College for the Deaf, Washington, D.C., established in 1857 as Columbia Institution, was chartered by Congress in 1864 and in 1894 adopted its present name in honor of Thomas Hopkins Gallaudet, founder of instruction for the deaf in America. It provides a preparatory year and a four year college course with board at low cost. Pupils come from all parts of the country.

Miss Arbaugh's School for Deaf Children, Macon, Ga., is a boarding and day school with a pleasant home life. Specially trained teachers give individual instruction in lip reading to deaf children and those with imperfect hearing.

The Stewart Home and School, Farmdale, Ky., is a distinctly home training school for children of backward mental development above five years of age. The school was founded in 1893 by the father of the present superintendent, Dr. John Q. A. Stewart, a pioneer in the industrial training of backward children.

Texas Training School for Defectives, 1112 East Ninth St., Austin, Texas, established in 1907, is conducted by Dr. T. O. Maxwell and has had over one hundred children in its care. Montessori methods are followed.

Riverview Private School, 610 Front St., Marietta, Ohio, is for nervous and backward children from three to twelve, conducted by Miss Mary Meredith.

The Reed School, 383–393 Hubbard Ave., Detroit, Mich., for nervous and mentally retarded children, is conducted by Mrs. Frank A. Reed. Instruction is given in manual and physical training, vocal and instrumental music, drawing, painting and the usual school subjects. The School for Stuttering and Stammering at the same address is entirely separate.

The Mary E. Pogue Sanitarium, Wheaton, Ill., established in 1903, is a private school and sanitarium for young people who need individual instruction and medical supervision, conducted by Miss Mary E. Pogue.

Beverly Farm, Godfrey, Ill., is a private home and school for

nervous and backward children, conducted by Dr. W. H. C. Smith, former president of the American Association for the Study of Feeble Minded. The school was established in 1897 and has since received into its family 334 children. The system of education is the most advanced pedagogic ideas. Kindergarten, gymnastics, sloyd and handiwork of many kinds are utilized.

Central Institute for the Deaf, 818 S. Kingshighway, St. Louis, Mo., established in 1914 is a private home school. It offers oral training, under expert supervision, for deaf children; normal training classes for teachers of the deaf and for teachers of lip reading; private and class instruction in lip reading for adults with conversational classes for advanced pupils and correction of defects in speech. Dr. M. A. Goldstein, F.A.C.S., is the director. **See page 779.**

Miss Compton's School, 3809 Flad Ave., St. Louis, Mo., for the training of children of retarded mentality, established in 1891, is for ten girls under eighteen and boys under fifteen. It is conducted by Miss Fanny A. Compton.

Powell School for Backward and Nervous Children, Oak Hill, Red Oak, Ia., was established by Mrs. F. M. Powell and her daughter, Dr. Velura E. Powell, in 1903. About fifty pupils are enrolled. The school is open throughout the year.

Miss Allen's Private School, 1050 Arapahoe St., Los Angeles, Cal., for the care and training of nervous and backward children, opened in 1895, is maintained by Miss E. Maud Allen. In addition to ordinary instruction, the plan of education includes a course of training in the practical events of everyday life, with the view of enlargement of the child's capacity for ordinary occupations.

BOYS' SUMMER CAMPS

MAINE

Kahkou Camp and Canoe Tours has headquarters on Allagash Lake and is for older boys of sixteen and upward. Begun in 1893, by A. S. Gregg Clarke of Keewaydin Camp, it is owned and managed by Sumner Hooper, who gives part of his time to it. The boys may spend the whole of their time in real camp life or on trips down the Allagash, Penobscot and St. John rivers, or divide their time between camp and trips.

Camp Piscataquis, starting from Lobster Lake, features a 250-mile canoe trip through the wooded lakes of the Allagash River route. Eugene Hayden established this trip in 1906 under the name of Camp Pesquatiquis. He instructs in woodcraft and camping and is assisted by guides and councilors.

Camp Wildwood, Sandbar Point, Moosehead Lake, Kineo, is a real camp in the Maine woods, which since 1904 has been conducted by Sumner R. Hooper, Harvard '95. Mr. Hooper has had a broad experience in teaching in the best preparatory schools—for five years he was a house master at Milton Academy. Since 1897 he has camped under varied conditions with boys of all ages, and in recent years his entire time has been given to his summer camps. Wildwood exhibits the best features that have been developed in connection with summer camps. There is a tribe of Seton Indians at Wildwood in immediate charge of one of the councilors, who has made especial study of Mr. Seton's interesting plan. Much is made of nature study, woodcraft, campcraft, manual training, forestry, ornithology, biology, military training and first aid. Mr. Hooper has acquired a stock farm near by which supplies the camp, and on which he has established a winter school. **See page 715.**

Camp Winnecook, Unity, on Lake Winnecook, is one of the older camps, which has been conducted since 1903 by Herbert L. Rand, principal of the Pickering School, Salem, Mass. Regular school work is followed for a portion of each morning, by those whose parents desire it. Instruction in the manual arts is well provided for. The boys of the camp are organized as Indian tribes under elected chiefs, and healthy tribal rivalry is stimulated in woodlore and scoutcraft, in games, athletics and pageantry.

Camp Chewonki, Wiscasset, was established in 1914 by C. E. Allen of the Country Day School of Boston, as Split Rock Camp, on Lake Champlain, but in 1918 changed its name and location. Half the boys come from Boston, the other half from the whole eastern United States. The life is informal and

athletics are not stressed. The small number of boys permits the director and his wife to assume full personal responsibility for each boy.

Camp Wanda, Kezar Lake, Lovell, is a small camp for young boys, conducted by Mr. and Mrs. Augustus H. Smith. Mr. Smith has had a broad experience in the best private schools and camps and is now a high school principal. Boys here have intelligent care as well as a good time.

Camp Pines, Lovell, on Lake Kezar, is directed by R. E. Cole, A.B., experienced in summer camp work and in college and school athletics. A junior camp provides for boys over eight, and a senior camp for boys over thirteen. All day and night hikes vary the lake shore life.

Camp Kinapik, Lovell, on Lake Kezar, was established and is under the direction of Harvey C. Went, supervisor of physical education in the Bridgeport Public Schools. An Indian tribe of the Woodcraft League of America is active in the camp life. The boys are divided according to age into three camps. Hikes, canoe and camping trips are featured.

Camp Bai Yuka, on Lake Webb, which is six miles long, near Weld, Franklin County, has been for some years conducted in the nature of a large family, by John G. Campbell, A.B., a master in the St. James School, Hagerstown, Maryland. Mr. Campbell is a man of sterling qualities, admirably supplemented by his wife. The camp has the same spirit as the school. Once a week there is mountain climbing, real camping out or a fishing expedition.

Bear Mountain Camp, Harrison, was opened in 1920 by Mr. and Mrs. Harold J. Staples of Biddeford, on the shore of Bear Pond. Mr. Staples has been identified with Boys' Clubs and Boy Scout work. Instruction in boxing, swimming, campcraft and woodcraft are features of the day's work, and the entire camp turns out for occasional over-night hikes. A motor trip and ascension of Mt. Kearsarge takes place every year for those able to make the trip.

Camp Merryweather, Great Pond, North Belgrade, is under the management of Mr. and Mrs. Henry Richards and their two sons, masters respectively in Groton and St. Paul's Schools, assisted by their two daughters. Mr. Richards and his sons are graduates of Harvard. Mrs. Richards is a daughter of Julia Ward Howe, and the author of many well known books. It was established by them in 1900 and aims to combine home and family influences with camp life. The number of boys is limited to forty.

Camp Kennebec, on Salmon Lake, North Belgrade, is a well-organized camp with an efficient staff of university trained men, including specialists in campcraft, woodcraft, horsemanship,

manual training, etc. It has been conducted since 1906 by Charles E. Fox, Louis M. Fleisher, and Samuel G. Friedman. The boys, largely from wealthy Jewish families, are divided into Indian tribes. Aquatic meets and activities occupy most of August and a "show" is given at the end of the season.

Camp Arcadia, North Belgrade, established in 1913 by Chester J. Teller of New York, is conducted for boys from eight to seventeen years of age. The camp has a farm of two hundred acres and there are twenty-five buildings in all. The equipment is complete. The faculty is of university men. The patronage is largely Jewish.

Cedar Crest Camp, on Snow Pond of the Belgrade Lakes, has for a number of years been conducted by Dr. Joseph I. Gorfinkle, Rabbi and Captain of Sinai Temple, Mount Vernon.

Pine Island Camp, on an island in Great Pond, the largest of the Belgrade Lakes, was established in 1902 and in 1909 was taken over by Eugene L. Swan, M.D. The boys come largely from well to do families of New York and Massachusetts, and the councilors are college men of refinement who have had experience with boys and camp life. Much is made of camping and canoeing trips, and an auxiliary schooner yacht affords opportunities for extended salt water cruises.

Camp Maranacook, Readfield, situated on an island in Maranacook Lake, was established in 1908 by William H. Morgan, who is assisted by a corps of men councilors in running the camp and a large garden farm. All members of the camp spend a part of August in a camp at Weld, Maine.

Camp Mowana, situated on Echo Lake, near Readfield, is a small camp for younger boys, established in 1912 by Mark H.C. Spiers. Since 1915 it has been conducted by A. R. McMahon of the Cleveland public schools, with whom is associated W. D. Gerken of Stamford Military School. A Canadian camp for boys over thirteen is maintained during August at Lake Croix.

Camp Interlaken, Manchester, is a small camp, established by George Burleigh Moulton, formerly of the Kansas City Country Day School. In this he is enthusiastically supplemented by Mrs. Moulton. The camp is on a farm, which affords opportunity for the boys to get a taste of farm work. A study hour each day offers opportunity to make up deficiencies in school work. All day hikes vary the recreations of boating and fishing. **See page 784.**

Camp Androscoggin, two hours from Portland, on an island in Lake Androscoggin, was established in 1906 by the deceased father of the present director, Edward M. Healy. It is an efficiently organized and admirably administered camp, well equipped with facilities for manual training and piano lessons and camp sports. The boys come largely from the vicinity of

New York. Some Jewish boys are accepted and many boys return from year to year.

Camp Bonhag, Winthrop, was established in 1913 and is still conducted by George V. Bonhag, a former international athlete and instructor in Hamilton Institute. It is a play camp limited to thirty boys. Rifle practice, shop work and the honor system are features.

Camp Cobbossee, Winthrop, on Lake Cobbosseecontee, was established in 1902. R. L. Marsans is the director. Boys from eight to nineteen years of age from Christian and Jewish families are accepted, and a large proportion return from year to year. The boys, chiefly from New York, are encouraged to spend some time each day in study.

Camp Yukon, Winthrop, on Lake Cobbosseecontee, was established by Frank D. Smith in 1914. It is the outgrowth of the Riverside Outing Club. It is Mr. Smith's plan to give boys of New York City from seven to fifteen years of age an opportunity for outdoor sports under careful supervision.

Camp Navajo, Northport, on Penebscot Bay, has since 1913 been maintained by Orrin J. Dickey. Salt water cruising, deep sea fishing are featured in addition to the usual camp sports. Tutoring, if desired, is provided.

Camp Quan-ta-ba-cook, on Lake Quantabacook, near Belfast, was established in 1914 by Herbert M. Bergamini, Litt.B., College of Physicians and Surgeons, and Oris S. Vickery, M.D. Dr. Vickery is now the director and with him is associated H. P. Hermansen, physical director in the Tower Hill School, Wilmington. It is a small, well equipped camp, featuring salt water cruising.

Camp Penobscot, on Eagle Island in Penobscot Bay, opened in 1909, is a salt water camp, but spends three weeks of its season on Lake Saponic, inland. The director is Stephen B. Knowlton, A.B., Amherst, head of the English department of the Haverford School. Scoutcraft and manual training are taught the boys.

Megunticook Camps are composed of Unique Camp Megunticook, Camden, Flying Moose Lodge, East Orland and Aroosticook Canoe Trips in Maine and Canada. The campers divide their time between the first two camps, only the older boys taking the long canoe trips. Walter S. Cowing has been director since the establishment of the camps in 1906. Exploration trips, mountain climbing, canoe and camping trips varying from one day to a week in length form part of the activities.

Camp Waganaki, East Stoneham, on Upper Stone Pond, is conducted by Carle O. Warren, head master of Marquand School, Brooklyn. It is for boys between the ages of eight and fourteen. Mrs. Warren's presence assures the comfort of all

the campers. Tutoring, scouting and nature study are in charge of experienced men councilors.

Medomak Camp, Washington, overlooking Medomak Lake, established in 1904, has long been under the sole ownership and management of Frank E. Poland, who was for twenty years a public school principal. Mr. Poland is a man of high ideals and has the personality to insure success with his boys. He is assisted by a council of mature men, most of them professional educators, many of whom have been with the camp from four to ten seasons. Nature work, shop work, handicrafts, tutoring, tramping and exploring are the chief activities. Four fifths of the boys come from Greater Boston, chiefly from the public schools, and fully one half return for a second year.

Boothbay Camp occupies Thorne Island, in the Kennebec River, three miles above Bath. It was established in 1913 by A. R. Webster, A.B., after five years of summer camp work and a wide experience in teaching both in New England and later in the Middle West. The boys are from the Middle West and New England.

The Norway Pines Camp is on Casco Bay, twenty-five miles northeast of Portland at Sebasco. Established in 1898 by Dr. Walter A. Keyes, principal of the grammar department of Trinity School, New York City, it is a small camp, and Dr. Keyes is aiming rather to improve the efficiency of the camp than to increase its numbers. To all the boys he can give personal supervision. The patronage is largely from New England and New York and vicinity.

Kamp Kohut, Oxford, was established in 1907 by Dr. George A. Kohut, of the Kohut School, Harrison, N.Y., at Hope Island, Casco Bay. It is a large, well equipped camp attracting its patronage from the well to do Jewish families of the eastern and southern states. It is now located at Oxford on Lake Thompson, on a new site of three hundred and fifty acres.

Camp Oxford, Lake Whitney, Oxford, seven miles from Poland Springs, has been maintained since 1901 by Adelbert F. Caldwell, A.B., Colby, A.M., Harvard, formerly professor at De Pauw University. The instructors and councilors are all college men, a number of them specialists in baseball, swimming and athletics. The patronage is from the middle and eastern states.

Camp Nokomis, Harrison, completely equipped for forty boys, is now splendidly situated on Lake George. It was established in 1910 by its present directors, Roy E. Adams and Price B. Engle, both of the Philadelphia higher schools. They aim at all round development. But boys have a good time and return year after year. Tutoring is provided for those who desire it. **See page 784.**

Kineo Camps, on Long Lake, Harrison, are conducted by Irving G. McColl, B.L., University of Michigan '90. The original Kineo, established in 1902 by Dana L. Sears and George H. Sensuer, was sold in 1907 to Irving L. Woodman, who had previously been at E. Parsonfield. He in turn sold Kineo in 1907 to Mr. McColl, removing a few miles down the lake. In 1913 Mr. McColl opened a girls' camp at Wilton. Kineo is a large camp excellently equipped and organized. There is a permanent staff including army officers or cadets from West Point in charge of camp departments and riding lessons. The boys, chiefly from homes of wealth throughout the country, are classified into three groups according to size, ability and general development. All the usual camp sports and activities including rifle practice, riding, mountain trips, boxing and wrestling are provided. There is a machine shop and auto school. The boys spend one week at KINEO MOUNTAIN CAMP at the foot of Mt. Washington. KINEO SENIOR CAMP for older boys was established in 1920 on New Meadows River. **See page 782.**

Camp Wyonee, on Long Lake, Harrison, forty miles inland from Portland, was opened in 1909 by Frederic H. Wilson, M.D., a practicing physician of New York City, who has had many years' experience in the capacities of physician and director of boys' camps. Only gentlemanly boys are accepted after a personal interview with the director. Athletics in every form are encouraged and there are opportunities for rifle practice under uniquely safe conditions. There is Boy Scout work under a specialist.

Camp Wildmere, Long Lake, Harrison, has been conducted by Irving L. Woodman since 1903. First established at East Parsonfield it has occupied its present ideal site since 1907. The equipment is ample, with three permanent buildings. The boys sleep three in a tent with a councilor, the tents arranged in a sunny clearing. Mr. Woodman has had a long experience with boys, for many years at Adelphi Academy and later in the Brooklyn high schools. His first interest is in young boys. The life is well diversified, and provision is made for tutoring. This is a camp where from thirty to forty boys under sixteen receive careful attention and take trips to Mt. Washington, Poland Springs and Sebago Lake. **See page 787.**

Long Lake Lodge, on Long Lake, North Bridgton, is a summer tutoring school exclusively for older boys who must tutor for college and school examinations in the fall. No others are admitted, in order that the spirit of real work may be in no wise diminished. It has been conducted since 1901 by Edwin Victor Spooner, Dartmouth '94, instructor in French at Phillips Exeter Academy. Mr. Spooner is assisted by a corps of experienced tutors, representing a dozen colleges and schools,

carefully selected for efficiency and personality. While all the usual camp recreations and athletics are enjoyed, the spirit of work prevails. Boys from sixty preparatory schools have been satisfactorily coached for examinations at twenty-eight colleges and universities. The camp is substantially equipped, well managed, and filled early in the season. **See page 785.**

Camp Sokokis, Bridgton, is directed by Orlando E. Ferry, A.M., and Lewis C. Williams, A.M.

Camp Wigwam, Bear Lake, Harrison, is attractively located and well equipped. Established in 1910 by A. Mandelstam and Arnold M. Lehman, it was moved to this situation in 1913. The boys come largely from Jewish families in New York City with a few from other cities in the East and South.

Camp Katahdin, on Forest Lake, Sweden, established in 1900 by H. M. Cobb, is now owned by Ralph K. Bearce and George E. Pike, of the Powder Point School for Boys. Both have had a wide experience with boys in school and camp. There are separate senior and junior camps fully equipped for thirty-five boys, and for every sport and recreation. **See page 662.**

The Kingswood Camp, Bridgton, on Woods Pond, was originally opened in 1909 at Sanbornville, N.H., movingto its present permanent home in 1913. The camp is conducted by Mr. and Mrs. Ralph I. Underhill. Mr. Underhill was for seven years associated with Dr. Henderson at Marienfeld, and after nine years in charge of the younger boys of the Volkmann School of Boston, was for several years head master of the Country Day School, Kansas City, Mo. A man of strong personality he appeals to younger boys. Mrs. Underhill admirably supplements his influence in giving the camp a genuine homelike atmosphere. The camp is for younger boys only, and the "seven" system is adhered to. The morning period is regularly given to school work, crafts and nature study.

Camp Winona, Moose Pond, Denmark, has been maintained by C. E. Cobb since 1907. With Mrs. Cobb he conducts also Wyonegonic Camps for Girls and Denmark Inn and Camp for Adults, all in the vicinity. The boys are divided into two groups according to age. The younger boys occupy the Junior, and the older boys occupy the Senior Camp, both being in charge of Mr. Cobb's two sons, Philip and Roland Cobb, teachers at Loomis Institute. These camps are admirably administered and fully equipped for all camp sports.

Camp Aimhi, Little Sebago Lake, was opened in 1919 by Maurice L. Hodgson, S.B., Harvard '16, with whom are associated several other Harvard men. It is divided into two camps. The college preparatory camp is for the purpose of tutoring older boys for college, while the recreation camp aims for the broad development of the younger boys.

Camp Pokomoke, Richville, on Lake Sebago, opened in 1918, is conducted by H. B. Handy, A.M., of Richmond, Va. Through the honor system there is an endeavor to develop a loyal camp spirit, which is maintained in camp life as well as athletics.

White Mountain Camp, Lake Sebago, was established in 1907 by George L. Meylan, B.S., Harvard, A.M., Columbia, M.D., New York University, and Professor Physical Education and Medical Director, Columbia University. The juniors and the seniors have separate camps and equipment.

Camp Wawenock, on Raymond Cape, Lake Sebago, about fifteen miles from Poland Springs, and twenty-five from Portland, originated in the Mediwisla Club, a nature club for boys. The camp was established in 1909 by Wm. C. Kendall, Bowdoin '85, A.M., M.D., who for over thirty years has been on the scientific staff of the U. S. Bureau of Fisheries. With him is now associated Elroy O. La Casce. Much attention is given to nature study, woodcraft and scouting. The name is that of a tribe, and signifies "fearing nothing." **See page 786.**

Camp Timanous, Raymond, originated as one of the Luther Gulick Camps and was organized by Dr. Gulick himself. Mr. A. E. Hamilton, his son-in-law, succeeded to the management, and in 1920 he moved it to the present site. Mrs. Hamilton is associated with him in carrying out his ideals and they are assisted by instructors of Yale University. Boys receive training and exercise in a great variety of outdoor activities—in the use of tools, in woodcraft and the practical care of horses. Camp T.R., for older boys from eleven to fourteen, features engineering and wireless. **See page 785.**

Camp Kiawa, Hillside, for boys six to fourteen, is conducted by Mrs. G. W. Taylor, Mr. William M. Croft is the director. There is military drill and instruction in music, intensive athletics, gardening and photography.

The Lanier Summer Camp at Eliot, was established in 1914 by Mr. and Mrs. Sidney Lanier, Jr., and since the death of the former has been conducted by Mrs. Lanier. Originally they gathered about them a group of all ages, who lived a simple life under the leadership of their inspiring personalities. It has now become more of an organized camp for children from six to sixteen, divided according to age into three groups of boys and three groups of girls. The work of the community is shared by the children and teachers alike, and much of this has been elaborated into a ritual of the religion of service. The atmosphere created is charged with a simple religious intensity which has been a source of inspiration to many. The work of the farm is idealized with pageant and play. The children have a town organization with an elected mayor, commissioners and other officials. Since Mr. Lanier's death in 1918

the work has been carried on by Mrs. Lanier and a group of workers inspired by Mr. Lanier's ideals.

NEW HAMPSHIRE

Camp Belle Isle, Little Harbor, is a military and naval camp for boys from twelve to seventeen, first opened in 1919 by Major W. H. Parker, U.S. Marine Corps, Ret. The boys are taught army and navy drills, shooting and care of guns, bayonet exercises and signaling.

Camp Copp Knoll, Center Tuftonboro, on Beach Pond, for boys from eight to fourteen, was established in 1913 by Hamlet S. Philpot. Emphasis is laid on neatness, and the camp activities include cooking and archery.

Thorn Mountain Tutoring School and Camp, Jackson, is for a small number of boys. It was opened in 1913 by Rev. George A. Bushee, who has had a long experience in social settlement and neighborhood work. Nature study, scoutcraft and tutoring occupy the time.

Camp Pemigewasset, on a small lake near Pike, in the southern foothills of the White Mountains, has been efficiently maintained since 1908 by three doctors, Edwin and Edgar Fauver and Dudley B. Reed. Each is professor in physical education, respectively in the University of Rochester, Wesleyan University and the University of Chicago. All three are college A.B.'s as well as M.D.'s, and practicing physicians, and are especially fitted to deal with the physical needs of boys.

Camp Moosilauke, near Pike, was established in 1904 by Virgil Prettyman, Pd.D., former principal of the Horace Mann School for boys, and C. W. Prettyman, Ph.D., seventeen years assistant director, who is now director. The school work is under the charge of John D. Neitz of the Horace Mann School. The boys are divided into groups of seven, each under the supervision of a councilor. Choice of instruction in shopwork, nature study, scouting and school studies is provided.

Camp Chocorua, near Tamworth, has since 1902 been conducted on a large farm by S. G. Davidson, A.M., Litt.D., who is a Christian Scientist. He has also a camp for girls and VRAIMONT, a camp for adults.

Mascoma Camp, Enfield, on Mascoma Lake, was opened in 1919 by Dr. Hubert Porter Colton, physical director of the Roxbury Latin School, assisted by Harry L. Hillman, athletic director at Dartmouth. Both have had varied camp experience. Health, physical development and character training are emphasized. One hour each morning is spent in some study.

Camp Wachusett, Little Asquam Lake, near Holderness, has been conducted since 1903 by the Rev. Lorin Webster, rector of the Holderness School, assisted by various college athletes. It

utilizes a large two story residence more suggestive of a summer boarding school than a camp. Discipline is maintained by the honor system. The camp motto is, "Health in Every Way." The boys come largely from New England.

Camp Aloha Summer School, Squam Lake, was established in 1904. It is now conducted by an association under the direction of Emerson A. Kimball, Ph.D., of St. Paul's School, Concord, and Edmund W. Ogden, A.B., LL.B., 60 State St., Boston. The purpose is to prepare boys efficiently for fall examinations for all schools and colleges. The work is done under expert tutors, and only boys who intend to do serious work are taken. Many boys come from the leading preparatory schools. **See page 791.**

Camp Ossipee, West Ossipee, was opened in 1919 by John C. Bucher, A.M. It occupies the site of Camp Fessenden, organized by masters of the Fessenden School in 1913, closed during the war. David C. McAllister, A.B., of the McAllister School, Concord, is in charge of the boys.

Camp Algonquin, on Asquam Lake, Holderness, is the oldest existing summer camp in New England, and has been personally conducted by Edwin DeMeritte, a veteran school master, of the DeMeritte School, Boston, since 1886, and of Norfolk, Va. The program of camp life at Algonquin has been developed independently of other summer camps. Much is made of nature study in all its phases. Scouting, life saving, first aid and the study of current events are features of the work. Boys learn to shoot, under careful supervision. They sleep in dormitories. There is a separate building for younger boys.

Camp Agawam, Rumney, on Lake Stinson, is directed by Appleton H. Mason, B.S., instructor of physical training at Stuyvesant High School and Columbia University. A system of duties provides different tasks for every boy each day. Physical education and moral training are emphasized. Arrangements may be made for tutoring.

Camp Raleigh, Rumney, on Stinson Lake, was established in 1911 by Lindol E. French, Ph.B. It is a recreation camp for thirty boys from nine to eighteen years, endeavoring to imbue the boys with the chivalrous ideals of Sir Walter Raleigh. The boys are divided into groups of five, each with a councilor.

Camp Pasquaney, Bridgewater, has since 1895 been maintained by Dr. E. S. Wilson, Ph.B., Ph.D., Yale '85, who gives his whole time to the interests of his camp. Its success is due to his personal supervision, ably assisted by the unremitting labors of F. R. Kneeland, Columbia '99, and of E. W. C. Jackson, Harvard '02. Without advertising except through its patrons and old boys, the camp list is always filled in advance.

The patronage is largely from wealthy and fashionable families. The tone and temper of the men in charge are admirably reflected in the spirit of the camp.

Camp Pinnacle, Lyme, conducted since 1916 by Alvin Dyer Thayer, instructor in manual training in the public schools of Springfield, is beautifully situated. It is for boys under sixteen who receive thorough physical, mental and moral training under Mr. Thayer's direct supervision. The camp activities include manual training, nature study, music, photography and rifle practice. **See page 790.**

Camp Mowglis, East Hebron, is a camp for boys, from eight to fifteen, those under ten being in the "Cub" department. This camp was established by Mrs. Oscar Holt in 1903, the first camp exclusively for young boys. As early as 1900 Mrs. Holt had here on her large estate, known as the "Jungle," established Camp Redcroft, the first organized camp for girls. She early saw the desirability of a separate camp for younger boys. She has long been ably assisted by Major A. F. Elwell, A.B., one of her early campers. The councilors are college men. Something more than mere recreation is aimed at and the camp life is the result of long years of experience.

Camp Idlewild, on an island in Lake Winnepesaukee, is one of the oldest summer camps, and has been conducted by John M. Dick, B.D., Yale, since 1892. It was formerly at Silver Lake, Mass., and moved to Winnepesaukee in 1896. During this time over fifteen hundred boys have been enrolled. There is a staff of mature camp leaders, in addition to the councilors annually appointed.

Camp Passaconaway, on Bear Island, Lake Winnepesaukee, is conducted for young boys by Wallace E. Richmond and Alfred W. Dickinson, both teachers in the Newton High School, Newtonville, Mass. Mrs. Richmond and Mrs. Dickinson act as camp mothers. Besides the usual sports, scoutcraft and manual training are taught.

Camp Wyanoke, Wolfeboro, Lake Winnepesaukee, established in 1909 by Walter H. Bentley of Winchester, Mass., is now one of the largest and most successful of boys' camps. The councilors are men of maturity and broad educational experience. The tents accommodate seven boys and a councilor. Shop work and military drill are features and tutoring is arranged if required. The boys, usually from New England, also represent many other portions of the United States.

Camp Tecumseh, Moultonboro, near Center Harbor, on Lake Winnepesaukee, is a large camp, established in 1902 by Alex Grant and Dr. George W. Orton. The chief interest of the camp is in wholesome outdoor recreation. The boys are divided into junior, intermediate and senior sections.

The Wolfeboro Camp, Rust Pond, near Wolfeboro, formerly called Hill Camp, is a tutoring camp. It was established in 1909 at Plymouth, Mass., by George D. Robins, A.B., Wesleyan, of the Hill School, with whom are now associated in ownership and management Frederick Fraser, A.B., Harvard, John D. Warnock, Ph.D., Yale, both masters in the Hill School, and Edward C. Durfee, A.B., Williams, master in the Chestnut Hill Academy. They are assisted by a strong staff of councilors and instructors, most of whom are masters in the two above-mentioned schools. The boys likewise come largely from these two schools. Boys are prepared either for the colleges or for classes in leading preparatory schools.

Camp Samoset, Lakeport, on Lake Winnepesaukee, since 1915 has been conducted by Thomas E. Freeman, formerly a master in the public schools of West Newton. It is especially for young boys.

Camp Belknap, on Lake Winnepesaukee, Tuftonboro, was established in 1904 by the New Hampshire State Executive Committee of the Y.M.C.A. It is a camp at a moderate price for boys from twelve to sixteen, and is under Ernest P. Conlon.

Camp Winnepesaukee, on the southeastern shore of the lake, established in 1909, is now under the control of Charles L. Olds, Jr., A.B., Harvard. The camp was established by J. G. Anderson, the champion golf player, who now coaches the boys in golf. The camp is limited to fifty boys between the ages of eight and fifteen who live with ten college men councilors.

Camp Mishe-Mokwa, West Alton, is a small camp for twenty-five to thirty boys under fifteen, occupying Redhead Island in Lake Winnepesaukee. The director, L. Theodore Wallis, physical director in the Fessenden School, has for his chief purpose the all round physical development of the boys. "Aquaplaning" is a feature that was developed at the camp.

Camp Penacook, Lake Keyser, across the lake from North Sutton, in the Sunapee region, was established in 1898 by Professor Louis Rouillion of Columbia University, New York City. Since 1905 it has been conducted by R. B. Mattern, M.S., now a teacher in the Scarborough School. He is assisted by other competent private school men and men of college breeding who bring to this work the results of years of experience with boys in schools and camps.

Camp Wallula, Twin Lake, New London, is a small recreation and tutoring camp, conducted by Bernard A. Hoban, A.B., Physical Director of the Gilman Country, formerly of the Hill School. The forty boys are chiefly from Baltimore and the South, and are carefully supervised by experienced men. Hikes, sports and proficiency in and on the water are featured, and dramatics encouraged.

Windsor Mountain Camp, Windsor, for boys eight to eighteen, is conducted by Oliver L. Hebbert. Although a recreational camp featuring sports and shooting at a rifle range, the camp provides tutoring and nature study.

Gray Wolf Camp, Alstead, was opened in 1920 by Bernard Sexton and Harry Whitefield, and takes some Latin American boys in connection with their Pan American School. It aims to perfect their English and train them in woodcraft, manual arts and farming. There is also a Little Camp for younger children and a Big Camp for boys over fourteen.

Camp Marienfeld, Chesham, was established by Dr. C. Hanford Henderson in 1896 on the upper Delaware, and two years later moved to its present site, on Silver Lake. Here were early tested and adopted many of the characteristic features which have made the boys' summer camp, at its best, an important educational movement. After sixteen years of summer camp work Dr. Henderson transferred the control of the camp to Stacy B. Southworth of Thayer Academy, and Raphael J. Shortlidge of The Choate School, who had been intimately associated with him for many summers. The boys are divided into groups of seven, according to age, who eat and sleep together, each in charge of a special master. The life is simple, the beds hard and the duties homely.

Camp Namaschaug, Lake Spofford, ten miles from Keene, is a vacation school and camp. The Very Rev. J. J. Griffin, Ph.D., is principal. The boys are chiefly from Roman Catholic families of the eastern United States.

Wawona, Swanzey Lake, was started by Oscar E. Bourne in 1899. A special feature of Wawona is the year-round tutoring camp where boys to whom the outdoor life is a necessity may have its advantages through all the seasons.

Camp Monadnock, Jaffrey, on Thorndike Lake, at an altitude of 1200 feet, is a camp for sixty boys under sixteen, established in 1914 by Frederick S. Ernst, Harvard '12, formerly a master in the Noble and Greenough and Roger Ascham Schools. The councilors are all university undergraduates or recent graduates. The boys come from private schools.

South Pond Cabins, Laurel Park, Fitzwilliam, established in 1908, is a camp for boys under sixteen which specializes in personal attention with well-rounded development of each boy through a proper combination of nature study, scouting and sports. The director, Rollin M. Gallagher, A.M., Harvard '06, long a master in Middlesex School, is head master of St. Louis Country Day School. H. Reginald Nash, Ph.B., of Milton Academy is assistant director. **See page 790.**

Pearly Lake Camp, West Rindge, was opened in 1920 by P. Bender, formerly of the Sheldon School, N.J.

Peterboro School, Peterboro, has been maintained during the summer season since 1917 by Mrs. Arthur Johnson, formerly Mrs. Louis Agassiz Shaw. Begun primarily for her own children, she has at a nominal cost extended the benefits of her interesting educational experiments to about twenty other children each season. Creative artists in music, literature and art, and specialists in science and crafts are engaged. Provision is made to care for children of non-residents.

VERMONT

Cliff Haven, Newport, on Lake Memphremagog, was established in 1919 by Harry Robinson Dane of Detroit, who tutors boys behind in their school work. A camp paper, weekly meetings and useful work develop each boy's individuality.

Camp Winape, on Seymour Lake, East Charleston, a large and successful camp, has since 1912 been conducted by S. W. Berry, its owner, who is a teacher in the Irving School, New York City. The councilors are chosen for character rather than athletic ability, and provide expert supervision in tutoring and nature study.

St. Ann's Camp, Isle La Motte, was established in 1892 by St. Ann's Academy, New York City, which is conducted by the Marist Brothers. The camp is well equipped and the expense is kept very low. While it is particularly for the boys of the Academy, others are admitted. Naturally the patronage is almost wholly from Roman Catholic families of New York City.

Kamp Kill Kare, St. Albans Bay, on Lake Champlain, established in 1906, is conducted by Ralph F. Perry, University of Vermont, an instructor in the high school, Morristown, N.J. All forms of athletics are encouraged and competitions are held for prizes and medals. The senior camp is for boys tutoring for college entrance.

Camp Abnaki, North Hero Island, Lake Champlain, is conducted by the State Committee of the Young Men's Christian Associations of Vermont. State Secretary Byron N. Clark is in personal charge, with experienced men as assistants.

Ethan Allen Training Camp, Block House Pt., North Hero, opened in 1917 by General William Verbeck to meet the war demand for military training, is now under other management. In addition to military training and instruction much is made of recreational opportunities. The boys sleep in one story wooden barracks, each accommodating a single company.

Camp Iroquois, on the eastern shore of Lake Champlain, seven miles north of Burlington, is conducted by W. L. Hazen and Theo E. Lyon, head masters of the Barnard School, who since 1899 have been actively associated in conducting a boys'

camp. Boys are divided according to age into seniors, juniors, and sub-juniors. Naturally the patronage is largely from New York City and vicinity.

Camp Champlain, on the shore of Malletts Bay, Lake Champlain, nine miles north of Burlington, was established in 1894 and is conducted under the auspices of the Berkeley-Irving School of which William H. Brown is president. The object is to give the boys the happiest, most instructive and healthful summer possible, with an all round physical development. The staff is made up of experienced college graduates and undergraduates. The boys are largely from refined families widely scattered all over the country. The camp is beautifully located and well equipped. **See page 792.**

Camp Vermont, Grand Isle, Lake Champlain, is conducted by E. N. Gerrish, who has all his life been a teacher and high school principal. Trips by steamer and motorboat and horseback riding are featured. The councilors are all college fraternity men.

Waramaug Wigwam, on Lake Dunmore, limited to thirty young boys, is a branch of Keewaydin Camps. The camp is under the direct supervision of Stephen A. Breed, M.I.T. '93, who was formerly associated with C. Hanford Henderson in Camp Marienfeld. It is preparatory to the Keewaydin Camps in the Canadian woods. The camp conducts the Moosalamoo Tribe of Woodcraft Indians. The boys receive special training in nature study and all the usual camp activities. A ten day canoe trip is made on the Otter River and Lakes Champlain and George.

Wiantinaug Wigwam, also on Lake Dunmore, is the Keewaydin Camp in New England for older boys. There are two divisions: one devotes much time to canoeing trips through Vermont and Canada, and the other to camp activities.

Camp Harvey, West Barnet, on Harvey Lake, is under the personal management and supervision of Otto P. Schinnerer, A.B., A.M. Besides the usual camp life, a special feature is offered in the opportunity to learn and speak the German language. It was formerly called Camp Waldheim.

Camp Passumpsic, on Lake Fairlee, established in 1914, is now managed by D. Ralph Starry, in association with William W. Clendenin of Quinibeck. It is a camp for young boys, where mountain hiking, horseback riding, and all sports are offered under the supervision of college men. A carpenter shop, rifle range and camp garden add to the camp activities.

Camp Billings, South Fairlee, has since 1906 been maintained by the Windsor County Y.M.C.A. Committee. There is also a separate camp for girls established in 1915.

Camp Massapeack, Gardner Lake, eight miles from Nor-

wich, is conducted by the Central Branch Y.M.C.A. of Brooklyn. Tutoring may be arranged.

Camp Kokosing, Thetford Center, on Lake Kokosing was opened in 1920 by Edmund C. Cook, A.M., of St. Stephen's College, and Mrs. Isabelle T. Bagley, for sixteen years house mother at Tome Institute. There are two divisions, one for boys from eight to twelve years and the other for boys from thirteen to sixteen.

MASSACHUSETTS

The Wampanoag Camps, on Buzzards Bay, are conducted by Mrs. Bertrand Taylor and her son Aldrich Taylor, Harvard '14, who are actuated by high educational purposes. The camp for young boys was established in 1906. The "Club" for older boys will open on an island site this summer. Wampanoag has been splendidly managed and disciplined, and provides the attractions of the woods, fresh and salt water. Woodcraft and scouting are made much of. Tutoring is discouraged, but provided if desired. Many of the boys are from Greater Boston.

Camp Bonnie Dune, South Dennis, is a camp on salt water for younger boys from eight to fourteen. It has been maintained since 1917 by Mr. and Mrs. Dwight L. Rogers, formerly of Columbus, Ohio, now at 8 Parkside Road, Providence. Tutoring is provided.

Norse Camp, Lake Manomet on the Cape, Bournedale, has been maintained since 1914 by E. J. Ovington, who emphasizes character building as brought out in Boy Scout programs Real camping, nature study and scout work occupy the boys' day. The camp is limited to twelve boys between the ages of eight and fifteen.

Camp Cleveland, Marion, was organized in 1917 by W. Huston Lillard, head master of Tabor Academy, formerly of Andover. During the war this camp gave naval training to boys who were under the age of enlistment. The camp now offers a series of cruises, during July and August, to points along the New England coast. Boys fifteen to eighteen are taken. **See page 663.**

Camp Bob White Ashland, is on a farm, the home of Mrs. Sara B. Hayes, who has had Montessori training and experience. With her is associated Miss Elizabeth Collins, a public school principal. It is a summer session of an all the year round school and is for both boys and girls under fourteen. There is opportunity for all sports, swimming, hikes and camping trips, and there are horses and ponies for riding and driving.

Camp Wequaquet, Barnstable, on Lake Wequaquet, near Shoot Flying Hill, was opened in 1920 by Forrest B. Wing,

A.B., Harvard. It is a salt and fresh water camp. Trips around the Cape to points of historical interest will be made by automobile and sail boat. Boys are grouped together according to age for all camp activities, except tutoring, which is individual.

Camp Becket, near Becket, is on a two hundred and fifty acre farm maintained by the State Y.M.C.A. under the direction of H. W. Gibson, who has had over thirty years' experience in camping with boys and is the author of several books on related subjects.

Camp Greylock, Becket, is a well established camp which has been conducted for several years by Gabriel R. Mason, Ph.D., principal of a public school in the Bronx, New York. It is attractively situated on Center Lake in the heart of the Berkshires. Healthful activities, water sports and games keep the boys busy.

Camp Arey, Orleans, Cape Cod, a vacation home camp, opened in 1920 under the direction of William Bond Johnstone, Columbia '95, who tutors in English, mathematics and the sciences. Mrs. Johnstone has charge of dramatics, which the boys write and stage for themselves.

RHODE ISLAND

Camp Sims, on Prudence Island, Narragansett Bay (P.O. Bristol, R.I.), was established in 1916 near New London, under the name of Camp Dewey, as the first summer training base of the U.S. Junior Naval Reserve, which has now, however, no part in the management. Cadets from fourteen to twenty are received for training preparatory to the Navy or Merchant Marine. The headquarters house was formerly the R.I. Yacht Club House. Cruises are taken on the camp training ship and there is adequate equipment including launches. Willis J. Physioc is the commandant.

CONNECTICUT

Camp Eastford, on Crystal Lake, in northeastern Connecticut, was originally established in 1910 by Rev. J. P. Marvin. Since 1916 it has been owned and conducted by Stanley Kelley, with the assistance of other Yale men. Mr. Kelley has a happy, big brotherly way which makes him a great success with boys. Instead of numerous councilors a system of self-government has been established which works well. The boys, from ten to fifteen years of age, come chiefly from the northeastern states. In the fall of 1920 he is continuing his camp as a year-round school. **See page 795.**

Camp Senexit, on Lake Senexit, South Woodstock, is maintained by Mr. and Mrs. J. O. Wood of Woods Hole, Mass.

Camp Wonposet, on Bantam Lake, the largest lake in Connecticut, in the Litchfield Hills, is a well administered camp, established in 1905. Robert Tindale, the director, is assisted by a strong staff. The patronage is largely from New York. Boating, target practice, tennis and excursions are offered

Camp Andrew George, Westbrook, was opened in 1920 by A. George Bissett and M. E. Kennedy. It is for boys from ten to sixteen.

NEW YORK

Camp Mohican, Hague-on-Lake George, established in 1909 by Charles B. Batchelor, A.B., physical director of Erasmus Hall, Brooklyn, is for boys from ten to seventeen.

Camp Sagamore, Hague, on Lake George, was established in 1910. Horseback riding, manual training, water and land sports are offered. Joseph Loew, M.A., is the director. CAMP RONAH for girls, Glen Eyrie, N.Y., is conducted by Joshua Loew, M.A., 546 W. 124th St., New York City.

Adirondack Camp, Glenburnie-on-Lake George, has since 1904 been conducted by Dr. Elias G. Brown, a physician and educator of broad experience in camp work.

Camp Penn, on Valcour Island, Lake Champlain, seven miles from Plattsburg, was established in 1905 by the director, Mr. C. K. Taylor. It is a real camp, not a summer school nor disciplinary camp. The boys on arrival are divided into groups of four or five under a councilor and each group is assigned to its own camp site, pitches its tent or constructs its bungalow. The boys, largely from Philadelphia, are divided into juniors and seniors. Real campcraft, woodcraft and all round development rather than school work is the main object.

Camp Lingerlong, Clemens, is conducted by Royden Barber of Clemens, N.Y., as an informal camp for people of all ages, although the children are in the majority. The camp is open the entire year. Tents or cabins may be rented for any period.

Adirondack Summer Art School, Saranac Lake, follows the prevocational methods in drawing, painting, modeling, carving and nature study advocated by J. Liberty Tadd, director of the Industrial Art School, Philadelphia, who established this school in 1893.

Camp Pok-o'-Moonshine, on Long Pond, Willsborough, has been in operation since 1904. Dr. Charles A. Robinson of Peekskill Academy, Peekskill, N.Y., is owner and director. The usual camp recreations are enjoyed by boys from thirty states and countries.

Camp Dudley, Westport-on-Lake Champlain, is the oldest existing summer camp. It was founded by Sumner F. Dudley in 1885 and is conducted by the New York state executive

committee of the Y.M.C.A. It is splendidly and completely equipped, but is a moderately priced camp which has accomplished an enormous amount of work. All phases of athletics, woodcraft, nature study and photography are given attention. H. C. Beckman, Ph.B., Yale '06, has for more than twenty years been a Dudleyite, and since 1908 director.

Schroon Lake Camp, established in 1905 by Dr. I. S. Moses, is well equipped for eighty Jewish boys. Competitions are held in all forms of athletics.

Paradox Camp, Paradox Lake, established in 1910, is conducted by Dr. Edward Goldwater, formerly with Dr. Moses.

Camp Meenahga, at the home of The Adirondack-Florida School, Onchiota, will commence its sixth season this year. The camp is designed especially for young boys. Besides opportunity for life in the open, the members have the environment of the school home. The camp for the past several seasons has been in charge of Mr. and Mrs. H. A. Swaffield. Mr. L. H. Somers, head master of The Adirondack-Florida School, maintains a general supervision of the camp activities. **See page 709.**

Lake Placid Camp, Lake Placid, is the summer school of the Cambridge Tutoring School, conducted by W. Garrett Conant and C. T. Beeven, both Harvard men. The morning hours are devoted to tutoring, the afternoon to sports.

Camp Riverdale in the Adirondacks, Long Lake, Hamilton County, N.Y., has been conducted since 1912 by Frank S. Hackett, head master of Riverdale Country School, and by Mrs. Hackett. A happy wilderness outing for forty boys, between the ages of twelve and fifteen, is afforded. Mountain climbing, exploration and independent life in the real woods serve to give the boys something of the experience of the pioneer. The staff includes a forester, a doctor and experts in woodcraft, in rough camping, in music and in the Boy Scout program. **See page 683.**

Birch Point Camp, Lake Placid, has been maintained since 1898 by Mr. and Mrs. S. Hudson Chapman as a vacation home for boys under sixteen. Scouting, tutoring and music are featured.

Camp Mondawmin, Schroon Lake, was established in 1902 and is conducted by S. Walter Sparks, A.B., head master of the Junior High School in the Park School, Baltimore.

Massawepie, St. John's Summer Camp, Gale, St. Lawrence County, is under the direct supervision of Guido F. Verbeck, commandant of St. John's. **See page 717.**

The Wilderness Camp at Horseshoe, on Horseshoe Lake, is in the midst of a three thousand acre game preserve. It is under the control of Raymond Riordon who conducts it in connection with his school at Highland, New York. John

Quirk is the camp director. There is fishing, hiking, swimming, motoring, and provision is made for tutoring in school subjects. There is an inn under the same management for adults. Boys between nine and nineteen years are accepted. **See page 688.**

Raquette Lake Boys' Club is another of Raymond Riordon's enterprises. The director is George L. Shoening, a physical director of New York City. **See page 688.**

Camp We-e-yah-yah, Grand View Point, Thousand Islands, was, for five years previous to 1920, on Lake Winnepesaukee. Harrison H. Buxton, a physical director, has had more than twenty summers of camp life. Fishing, motor boating, golf, excursions through the rapids, White Mountain trips and tutoring are among the offerings.

Camp Tonkawa, Angola, on the southern shore of Lake Erie, was recently opened as an offshoot from the Girls' Camp, Twa-Ne-Ko-Tah. Rev. R. Carl Stoll is director.

Camp Chenango, Cooperstown, on Otsego Lake, was established in 1913 and is directed by E. L. Fisher and A. E. Loveland. It is well equipped and offers interesting training in manual arts, photography and surveying.

Camp Roosevelt, Long Pond, at an elevation of 1400 feet, is thirteen miles from Croghan, the nearest railroad station. The usual sports are offered and practical woodcraft is emphasized. A. Lester Crapser of the Poughkeepsie High School is the director.

Camp Fitzhugh, on Sodus Bay, Lake Ontario, midway between Rochester and Oswego, is a summer tutoring school and recreation camp for boys, maintained since 1900 by Aldice G. Warren, a lawyer and educator, assisted by masters from leading preparatory schools of the eastern states. Although the boys are kept busy the camp has no fixed daily program. For athletics the camp is divided into two sections and an indoor baseball league. **See page 797.**

Camp Lancewood, East Jewett, for boys from eight to fourteen, has been conducted since 1911 by Harold B. Lance, A.B., Columbia, who is head master of the Somerset Hills School. Instruction is given in the use of firearms, swimming, riding and first aid.

Camp Wake Robin, Woodland, in the southern Catskills, was established in 1904. H. W. Little, A.B., of the Lincoln High School, Jersey City, is the director. It is exclusively for young boys.

Kyle Camp, in the Rip Van Winkle country in the Catskills, is conducted by Dr. Kyle of the Kyle School, Irvington-on-Hudson, N.Y.

Woodland Camp, Phœnicia, is conducted at the Woodland School by its head master, Erwin S. Spink. Boys from eight to

sixteen years live in the school dormitories, and the school farm furnishes supplies.

Greenkill Camp, on First Binnewater, Ulster Co., in the Catskills, has been maintained since 1907 by the West Side Y.M.C.A. of New York, and the charges cover only actual cost. Long under the direction of Philip D. Fagans, now of the Woodcraft League, since 1916 it has been in charge of Wilfred C. Ackerly. The boys live in groups of seven with a leader in each tent.

Camp Awosting, Minnewaska, Ulster County, established in 1900, is on Lake Awosting, at an elevation of two thousand feet, on the crest of the Shawangunk Mountains. Scouting, nature study and physical development are made prominent. Jerome F. Kidder, the director, head master of the Mohonk School, is assisted by Lennox S. Faber. **See page 682.**

Camp Nycssa, Monroe, Lake Mombasha, established in 1917, is conducted by the New York City Sunday School Association. Boys between twelve and eighteen from Protestant Sunday Schools are eligible. Wallace L. Gallup is acting director.

Storm-King Camp, Cornwall Landing, at an altitude of one thousand seven hundred and thirty feet, overlooking the Hudson, is conducted by Dr. Max Harrowich and Samuel B. Prenn, who have an adjacent camp for adults.

Camp Nonowantuc, Miller's Place, on the north shore of Long Island, on Mt. Sinai Harbor, is a woodcraft camp, conducted by Edward A. C. Murphy, head master Unquowa School, Bridgeport, and formerly of the Wabanaki School, Greenwich. Mr. Murphy is a splendid man with small boys.

Pine Bluff Camp, Port Jefferson, L.I., has been conducted since 1895 by H. S. Pettit, M.D., a practicing physician of Brooklyn. It offers facilities for sailing as well as for other water and land sports.

NEW JERSEY

Red Cedar Camp, Manasquan, on a salt water river, is under the management of Lieutenant J. Harold Burger, U.S.N.R.F., and Lieutenant Owen A. Hanley, U.S.A.R.C.

Wisner Summer School, Asbury Park, offers recreation and tutoring. It is conducted by E. M. Wisner and A. W. Wisner of Peekskill Academy and St. Luke's School.

PENNSYLVANIA

Camp Susquehannock, on Tripp Lake, was established in 1905 as a summer tutoring school and recreation camp. George C. Shafer, A.B., Princeton '03, formerly instructor at the Lawrenceville School, is assisted by a strong staff of

councilors, graduates of the leading eastern colleges. The boys come largely from private schools of the eastern states.

Camp Red Cloud, Brackney, Susquehanna County, at an elevation of 1800 feet was established by Major Louis E. Lamborn and Edward C. Wilson, respectively physical director and principal of the Friends School, Baltimore. The equipment is unusually elaborate, including a gymnasium, carpenter shop, dark room and laboratory, wireless outfit and a good library.

Camp Choconut, near Friendsville, at an elevation of 2000 feet, is one of the pioneer camps, established in 1896 by Dr. Roland J. Mulford, head master of the Ridgefield School. His sister, Mrs. George L. Winlock, has been interested in the camp from the beginning, particularly for her own sons, the elder of whom has for over twenty years been a member of the camp as boy and councilor. Since 1902 Mrs. Winlock has had charge of the younger boys, and for many years now the management has been wholly under her control. The councilors are college men, and there are also young women, who help to maintain the standard of good manners.

Camp Pokanoket, on Lake Carey, first opened in 1909, offers in addition to the usual camp athletic sports, manual training, dramatics, etc. Excursions and hikes are taken throughout the season to Niagara and points of interest. The owner is Joseph W. Oliver, B.S., A.M., instructor in the Manual Training High School, Brooklyn.

The Dan Beard Outdoor School, Lake Teedyuskung, Pike County, opened in 1916 on the site where for thirty years Mr. Beard has had his private hunting and fishing "shack." Mr. Beard is well known as a pioneer in the Boy Scout movement and as a writer and illustrator. One may be sure that boys with him will learn to love the outdoors and be efficiently taught innumerable interesting kinds of woodcraft.

Camp Anthony Wayne, Welcome Lake, Pike County, is in the foothills of the Blue Mountains, in a region of hunting and fishing clubs. It was originally located at Stony Point, N.Y. Its present owner and manager, Major Erving M. Fish, who served thirteen years in the National Guard Regiment, is an expert rifle shot and was former military instructor at Pennington Seminary. The camp was named for General "Mad" Anthony Wayne, who, in 1795, defeated the Delawares in this neighborhood. The boys come from all parts of this country and foreign countries are represented. Rifle practice, manual training, entertainments and excursions are among the occupations and diversions. The junior division is for boys from seven to twelve; the senior from twelve to sixteen years of age. Tutoring is provided. **See page 797.**

Camp Tunkhannock, Pocono Lake Preserve, Monroe County, was established in 1913 by C. M. Froelicher, formerly head master of the Pingry School and now of the Kansas City Day School. It is limited to thirty boys. There are weekly trips and diversions, and a one hundred and twenty-five mile canoe trip on the Delaware. **See page 710.**

Camp Lenape, on Lake Arthur, near Tafton, opened in 1920, is associated with the Oneka Camps for girls. Ernest L. Noone, A. Oswald Michener and Mr. and Mrs. E. W. Sipple are the directors. Horseback riding, water sports, hiking and handicraft are featured.

Pole Bridge Camp, Matamoras, was established in 1914 by Ray Palmer. Since his death it has been carried on by his father, William E. Palmer, A.M., Ph.D., formerly minister of Trinity M.E. Church, Paterson, N.J., and a brother. A specialty is made of hiking and camping out trips.

Bushkill Farms Camp, Bushkill, in the foothills of the Blue Ridge Mountains, is owned and supervised by Dr. J. L. Manasses and A. W. C. Young of Philadelphia, assisted by a group of college men. Sports, nature study, handicrafts and dancing are taught. Special attention is given to swimming. An adjunct camp for men is in charge of a physical training expert.

Camp Yagowanea, North Springfield, Pa., established in 1916 by Robert E. Beaton, formerly associate principal of the George H. Thurston School, Pittsburgh, and now principal of Sewickley Preparatory School, is for boys from ten to fifteen. Scoutcrafts and water sports are featured. There is a councilor for every five boys.

Fern Camp, Mehoopany, is under the direction of Beecher M. Slater, principal of Kassonbrook School, who opened the camp in 1919. Botanical and zoological studies are emphasized and nature photography encouraged. Boys may tutor in special subjects and accommodations for parents may be arranged at Mehoopany.

TENNESSEE

Camp Kawasawa, near Lebanon, on the Cumberland River Bluffs, the summer camp of Castle Heights Military Academy, is for boys aged nine to twenty, conducted by Colonel L. L. Rice of Castle Heights Military Academy. The military work is under the direction of a U.S. Army officer. Provision is made for canoeing, swimming, fishing, trapping wild animals and all athletic sports. **See page 720.**

Camp Webb, Walling, was established in 1899 by W. R. Webb as the summer camp of the Webb School. It is situated in the gorge of the Caney Fork River. Mornings are

devoted to study, and the afternoons to swimming, fishing and hunting. A cooperative store is conducted for the service of campers.

VIRGINIA

Camp Powhatan, Greenlee Station, is the summer school and camp of the Danville Military Institute. It is conducted under military discipline, aims at character training and is in close contact with Camp Kent, the Y M C.A. camp of Virginia. **See page 718.**

WEST VIRGINIA

Camp Greenbrier, Alderson high up in the Alleghany Mountains, on the banks of the Greenbrier River, is a military camp, established in 1898, under the management of Dr. Walter Hullihen, A.M., Ph.D University of the South Sewanee, Tenn. Rifle shooting, trap shooting, track athletics tennis, baseball and water sports are featured. The academic department offers instruction in all branches of study. Over sixteen hundred boys from all parts of the South and East have been enrolled since its establishment.

Camp Terra Alta, Lake Terra Alta, is conducted by officers of the Staunton Military Academy. Boys are urged to take at least two of the courses of instruction offered, and one hour of military drill a day is compulsory.

NORTH CAROLINA

Laurel Park Camp, near Hendersonville, is an "athletic and educational" camp, planned mainly as a vacation place for boys, but offering instruction if desired. It has been maintained since 1912 by Professor I. B. Brown, A.B., College of Charleston, for over twenty years head of the Classical Department of Porter Military Academy, Charleston, S.C. The majority of the boys come from the South.

The French Broad Camp, on the river of the same name, near Brevard, twenty-two hundred feet above sea level, is for recreation and study. It is now under the direction of Henry E. Raines. A regular program of school work of two and a half hours a day is provided for those desiring it, in subjects specified by the boys' parents. All forms of outdoor sports are provided, with special attention to hiking parties and overnight canoe trips. Military training is offered.

Camp Sapphire on Deer Park Lake, Brevard, calls itself "athletic and educational," and is a big, busy camp for boys between nine and eighteen years, established in 1914. Most of the councilors are instructors in southern private schools and colleges. The director is W. McK. Fetzer, athletic director at Davidson College. In addition to tutoring, manual

training, and mountain trips, every form of athletic and aquatic sport is encouraged. The boys come mainly from all over the South.

Asheville School Summer Camp, Asheville, makes use of the school equipment, dormitories and athletic facilities. School masters are councilors in the camp. Boys under seventeen are eligible for the camp. **See page 706.**

INDIANA

The Culver Summer Schools, on Lake Maxinkuckee, maintained by the Culver Military Academy, include three separate departments, The Culver Summer Naval School, established in 1902; The Cavalry School, established in 1907, for boys over fourteen; and The School of Woodcraft, for boys under fourteen, first established in 1913. All afford an opportunity for healthy outdoor life with all the forms of athletics and water sports. Some of the morning hours are given to the study of school subjects. The Naval School is equipped with navy cutters, and boat drills and rifle practice are a part of the system. In the Cavalry School horsemanship is taught by an experienced cavalry man. The Woodcraft School is under the immediate charge of Dillon P. Wallace, writer and explorer. Forestry, natural history and campcraft are taught. There is also an Artillery School. **See page 719.**

MICHIGAN

Tosebo Camp, Manistee, on Portage Lake, is the summer home of Todd Seminary. It is maintained by Noble Hill for boys from six to fourteen years of age.

Sosawagaming Camp, beautifully located in the Huron Mountain country at the mouth of the Yellow Dog River, on the shore of Lake Superior, thirty miles above Marquette, was established in 1912. The camp is under the direction of L. L. Touton.

Kamp Kee-Mo Sah-Bee, Mullet Lake, a junior military camp and woodcraft school for boys from eight to sixteen years of age, has been conducted since 1916 by Charles W. Yeager, gymnasium and athletic director at the Detroit University School. The camp is well equipped. The boys sleep two in a tent. Instruction is given in academic subjects, swimming, nature studies, forestry, ornithology, engineering, wireless, music, sports and games. Interesting and extended trips are made each season. **See page 799.**

WISCONSIN

Camp Highlands, on Plum Lake in the "Lake Park Region," established in 1904, is under the personal direction of Dr. W. J.

Monilaw. Boys are classified into three groups. The camp is thoroughly organized for all athletic and aquatic sports and for music, photography, manual training, and long canoe and camping trips.

Camp Minocqua, on Tomahawk Lake, Minocqua, established in 1904, is directed by John P. Sprague, M.D., Chicago, Ill. The boys are graded according to age in three groups, each limited to about twenty-five boys. The usual camp sports and aquatics are provided. The patronage is largely from Chicago and vicinity.

Minne Wonka, Three Lakes, was established in 1912. It is under the management of F. H. Ewerhardt, M.D., of St. Louis. It is limited to boys from nine to sixteen years of age, divided into three groups, senior, junior and midget. The midget group is under separate and special direction and housing. The usual athletics, woodcraft, nature studies and mass singing are indulged in, and there is a subcamp on an Indian reservation.

Camp Algoma, Oshkosh, on Lake Butte des Morts, has been conducted since 1910 by Henry E. Polley, a public school principal for thirty years. It offers boys from eight to sixteen a healthful outdoor summer under good management, with every opportunity for athletics, manual training, military drill and tutoring.

Camp Cranleigh, on the Eagle River, Vilas County, is directed by Arthur S. Hoare of the Milwaukee Country Day School. The camp is divided into senior, intermediate and junior cabins. Athletics, canoe trips of seven to ten days' length, and hikes are featured. Instruction is given in woodcraft, botany, zoology and ornithology.

Camp Indianola, on Lake Mendota, Madison, is a beautifully located and well equipped camp. It was established in 1907 and is conducted by F. G. Mueller. Tutoring is made a special feature. Much is made of music and the councilors are musicians.

Lake Geneva Summer School, Lake Geneva, is conducted by the Northwestern Military and Naval Academy. The regular course of study is laid out. Naval discipline and occupations prevail.

MINNESOTA

Camp Agamenticus, Park Rapids, on Lake Arago, has been at its present location since 1917, though it derives its name from its first site on the Maine coast where it was established in 1915 by William G. Ramsden. The boys from ten to fifteen are organized in tribes, each with a separate bungalow and a councilor. Camp activities include athletics, manual

training, scouting, natural history, photographic work and military training.

Shattuck Summer School and Camp occupies a forty acre island in Cedar Lake, eight miles from Faribault. It offers an opportunity to review school work for fall examinations. **See page 721.**

WYOMING

Blackwater Camp, on the north fork of the Shoshone River, in the Rocky Mountains, forty miles from Cody and fifteen miles from Yellowstone National Park, was established in 1915 by Bronson C. Rumsey, A.B., Yale '02. The equipment is complete. Tutoring is well provided for. In August the pack trip is made through the Yellowstone. The winter is spent in the southern Florida Keys.

Camp Yellowstone, organized in 1910 by Arthur J. Jones, A.B., A.M., Harvard, head master of the Browning School, New York, is a six weeks' trip on horseback through the Yellowstone country. The twenty boys learn to pack and care for horses, camping on a new site almost every day.

MONTANA

Glacier Park Camp School, Glacier Park Station, provides for parents and boys horseback and hiking trips through the park, round-ups and cowboy contests with fishing, swimming and mountain hikes, with tutoring for those who need it. The camp is under the direction of Charles R. Foster, M.A., Yale, head of the history department, University School, Cleveland, Ohio. **See page 798.**

COLORADO

Camp Pitts, near Eldora, on the ancient Indian trail over Arapahoe Pass, was established by its present owner, Ralph S. Pitts of the Denver East Side High School in 1915. The boys do an hour of work about the camp each day and tutor in whatever subjects are desired.

Rockies for Boys is a horseback trail camp for older boys, organized in 1920 by Robert A. Patterson, formerly of St. Stephen's School, Colorado Springs, and now of the Kingswood School, Hartford. The route is from Creede, Col., over the Continental Divide to the Grand Canyon. Mr. Patterson is assisted by private school masters and expert local guides. **See page 798.**

TEXAS

Camp Palomar, Palacios-by-the-Sea, maintains separate camps for boys and for girls under the supervision of Dr. and Mrs. J. V. Brown. It is the summer school of San Marcos

Academy and offers courses in commercial and fine arts, including piano, voice, expression and household arts.

ARIZONA

Evans Summer Tutoring Camp, Flagstaff, at an elevation of seven thousand feet, is maintained during the summer months by H. David Evans of the Evans School at Mesa. Camping trips are made to many points of interest throughout the surrounding region.

NEW MEXICO

Los Alamos Ranch, Los Alamos, conducts a summer camping trip over the trails with a pack train under the personal direction of A. J. Connell. About sixteen boys from twelve to eighteen years of age are taken on a two hundred mile trip through the mountains, reaching elevations as high as thirteen thousand feet, passing through a region of pine forests, trout streams and the greatest game country in America and visiting ancient cliff dwellings and Indian pueblos. **See page 712.**

CALIFORNIA

Indian Lookout, Navarro, Mendocino Co., was opened in 1919 as a camp for little boys by H. A. Sawyer, brother of Dr. Sawyer who conducts Indian Lookout for girls. The boys' camp is entirely separate, but emphasizes the same general activities, riding, hiking, swimming, woodwork and games.

Twin Oaks Ranch School, San Marcos, San Diego Co., has been maintained since 1905 by Mr. and Mrs. L. A. Jordan. It is a small camp which offers young boys an outdoor summer life in the mountain valleys of southern California.

Santa Anita Camp, in the Sierra Madre Mountains, forty miles from Los Angeles, is for boys and girls from five to fifteen years of age. It has been maintained since 1910 by the Misses Cooper of the Berkeley Hall School, Los Angeles.

CANADA

The Keewaydin Camps, on Manitou Island, Lake Timagami, in the Nipissing District of Ontario, are in a great government forest reserve. This incorporated organization has grown out of the camp established in 1893 by A. S. Gregg Clarke, Harvard '93. Mr. Clarke is assisted by a competent staff of teachers in representative preparatory schools, including two physicians, and by Indian guides and hunters from the Hudson Bay Company's posts. The three separate camps are beautifully located and completely equipped. Timagami Wigwam, for older fellows, is on the shore of the Lake at the foot of Devil's Mountain. A certificate is given those boys who successfully pass a rigid examination in campcraft and woodcraft. Tutor-

ing is provided for and the staff is unusually competent. The Keewaydin Canoe Trips are planned as the result of long experience and are well organized and afford opportunity for real roughing it and exploration of the more remote portions of the Canadian wilderness. MANITOU WIGWAM, for young boys from twelve to fifteen, was organized in 1904.

Camp Timagami, Timagami, Ont., was established in 1900 by Arthur L. Cochrane of Upper Canada College, Toronto, and is still conducted by him. It is a real backwoods camp in the Timagami Forest Reserve.

Minne-Wawa, on the Lake of Two Rivers, Algonquin Provincial Park, established in 1910, is conducted by W. L. Wise, Ph.B., Syracuse University, an instructor in Bordentown Military Academy, assisted by N. W. Fradd.

Camp Vega, Charleston, Ontario, was established in 1918 by Mrs. H. W. Beecher for boys from seven to fifteen years of age. Fishing, hunting, swimming and nature study are balanced by practical application of mathematics and chemistry to manual training and photography.

Camp Otter, on Otter Lake, two miles from Dorset, was established in 1909 under the direction of Charles V. P. Young, Cornell '99. It is a camp where boys learn the life of the wilds and gain some educational training. Tutoring is provided.

Camp Kagawong, on Balsam Lake, Rosedale P.O., has since 1906 been conducted by Ernest A. Chapman, director of physical training of St. Andrew's College, Toronto. In addition to the usual sports, sailing, shooting, shop work, physical education and life saving instruction are offered.

Massawippi Summer School, North Hatley, P.Q. The school was founded in 1908 by Professor C. U. Clark (Yale '97) and Howard F. Bishop (Yale '07) and is now under the direction of Professor Clark. The school provides an inexpensive and agreeable summer outing with systematic study in preparation for college or in work of college grade. There are special classes in Spanish and other modern languages.

Aldercliff, Weymouth, N.S., was established in 1912 by the late Horace Holden. Since his death in 1919, it has been under the direction of one of his associates, Roy S. Claycomb of Carteret Academy, Orange, N.J., who will continue the same policy of offering a summer outing with distinctive features to a small group of boys under fourteen.

Camp Mooswa, Lake Annis, N.S., eighteen miles from Yarmouth, has since 1909 been conducted by George H. Cain, A.B. Mr. Cain, a teacher in the Cambridge High and Latin School, has had sixteen years' experience in camping and three years of foreign travel. His influence is supplemented by that of Mrs. Cain.

GIRLS' SUMMER CAMPS

MAINE

Kineowatha Camp, Wilton, seventy-five miles north of Portland, Mr. McColl's camp for girls, is in charge of Elizabeth Bass, A B., who for two years was instructor of physical training at the University of Wisconsin and for four years director of physical training and acting dean of women at Colby College. The staff includes an efficient riding master for riding instruction and several expert swimming instructors. All the usual camp activities, including horseback riding, water and land sports, hiking, arts and crafts and nature study are provided. **See page 783.**

Camp Runoia, on Great Pond, Belgrade, seventy miles from Portland, was established in 1906 by Miss Jessie C. Pond, principal of the Prospect Hill School, Newark, and Miss Lucy H. Weiser, of the Horace Mann School, New York City. Horseback riding and all the usual camp sports are provided.

Camp Abena, on Great Lake, the largest of the Belgrade Lakes, has since 1907 been conducted by Professor and Mrs. Avery E. Lambert, of Middlebury College, and Mrs. Lambert's sisters, the Misses Hersom. Miss Hortense Hersom, the principal of the camp council, a graduate of the State Normal School, Farmington, Me., and Teachers College, Columbia University, is now a teacher at the Sidwells' Friends School. Washington, D.C. In addition to the usual camp sports, horseback riding and archery are indulged in.

Camp Teconnet, China, twenty miles northeast of Augusta, occupies the whole of an island in China Lake. It was established in 1912 and is conducted by Mr. and Mrs. Charles F. Towne, now of Lasell Seminary, who take a broad educational view of the opportunities camp life offers. The equipment is complete in every way. The supervision is intimate and happy. The food is largely supplied by nearby farmers. The days are filled with varied activities, including all water sports, tennis, horseback riding, games, dances, amateur theatricals and hiking trips. A careful record or development chart is kept for each girl, and credits based on personal effort are awarded as an incentive. **See page 781.**

Mars Hill Camp, Crawford Lake, Union, opened for the first season in 1916, under the direction of Miss Dorothy Marcus and Miss Florence T. Littlehales. It offers an opportunity for good music, both vocal and instrumental.

Camp Maqua, Poland, on Thompson Lake, is one of the recreational camps conducted by the Y.W.C.A. Self supporting girls and young women are admitted.

Alford Lake Camp, South Hope, is on a fresh water lake about twelve miles from the ocean. It was established in 1907 and is conducted by Miss Susan M. Kingsbury, Ph.D., and Miss Alice Pierce. The camp is connected with a farm of one hundred and fifteen acres. Instruction is given in cooking and in arts and crafts, horseback riding and swimming. The girls come from New York, New England, the South and West.

Camp Wildwood, Lake Woods, Bridgton, was opened in 1916 for Jewish girls under the leadership of Miss Rose Sommerfeld, a well known social worker in New York and for many years in charge of the Clara de Hirsch Home. Associated with her is Mrs. Bella Hirsch, long an active worker in the Hudson Guild. Nature study tramps and horseback riding are featured.

Wyonegonic Camps, located at intervals on the shore of Moose Pond, Denmark, forty miles northwest of Portland, were established in 1902 by Mr. and Mrs. C. E. Cobb. Mr. Cobb was formerly a teacher in the Moses Brown School, Providence. This is the pioneer and largest camp for girls and has remained since 1902 under the same management. So popular a camp has it become that now three separate camps are maintained that the girls may be classified as to age and that the number in any one camp may not be too great for personal attention. About two hundred girls in all, from eight to twenty-one years of age, are enrolled from all parts of the United States. Mr. and Mrs. Cobb and Miss M. Rose Giles, Bridgton, Me., for many years head councilor, give their whole year to the supervision of these camps. Miss Mary S. Barbour has been for some years in charge of the junior camp. About sixty councilors assist in the three camps. Mr. and Mrs. Cobb also run the Denmark Inn, at the foot of the lake, and adjacent is Denmark Encampment for adults and girls over twenty.

Camp Walden, Denmark, a small camp for girls from twelve to nineteen, has been conducted since 1915 by Blanche Hirsch, B.S., principal of the Alcuin Preparatory School, and Clara Altschul. The camp is well equipped.

Camp Pinecliffe, Harrison, on Crystal Lake, opened in 1919 by the Misses Esther and Mildred Hamburger, formerly of Camp Sunny Crest, is for girls from ten to twenty years. A councilor is provided for every five girls. Much is made of esthetic dancing and dramatics. Tutoring is provided.

Camp Moosehead, East Denmark, on Moose Lake, has been successively operated for boys, for girls and for adults.

Camp Sunny Crest, Leeds Center, Lake Androscoggin, was established in 1916 by Mrs. Gates Hamburger for Jewish girls from nine to eighteen years of age. Dramatics, story telling,

picnics, dancing and supervised sports fill the daily program. Religious services are held every Saturday morning.

Camp Winthrop, on Lake Annabessacook, Winthrop, opened for its first season in 1920 under the direction of Mr. and Mrs. Thompson Stone of Newton, Mass. Emphasis is laid on music and English literature from the standpoint of personal enjoyment. Mr. Stone is a teacher of piano and has been conducting communal singing. Harris G. Hudson, M.A., Oxford, teacher of English in the Country Day School, will have charge of the girls' reading.

Camp Accomac, on Peabody Pond, eight miles from Bridgton and thirty-five miles from Portland, was established in 1911 by Miss Corinne B. Arnold, principal of one of Philadelphia's largest public schools and a writer and lecturer. The camp is patronized by the exclusive Jewish families of Philadelphia, New York, Pittsburgh, Baltimore, etc. It has been highly successful from the first.

Lin-e-kin Bay Camp, Boothbay Harbor, conducted by Mr. and Mrs. G. R. Branch, is for girls between the ages of ten and twenty. Dramatics, esthetic and folk dancing and archery are among the camp activities. Mr. Branch, instructor in Art Crafts at the Worcester Art Museum School, conducts classes in craftsmanship.

Camp Eggemoggin, New Meadows Bay, Bath, is owned and directed by Mr. and Mrs. Edward L. Montgomery of Mt. Ida School. Tennis, basketball, field events, volleyball, tetherball and short tramps are varied with dancing and theatricals.

Merrymeeting Camp, Bath, was opened in 1916 by A. R. Webster as an addition to the boys' camp at Boothbay. Associated with Mr. Webster are public school teachers. Miss Cotteral and Mrs. Webster are the directors.

Tripp Lake Camp, Poland, has been maintained for girls of Jewish families since 1911 by Miss Cyd Bettelheim, formerly resident directoress of the Temple Emanuel Sisterhood, New York City, and Mrs. C. S. Rosenheim. It has a well organized staff of efficient college trained women, also a woman physician and trained nurse. The camp specializes in athletics, hikes, horseback riding, arts and crafts and dramatics.

Camp Songo, on Pleasant Lake, Casco, opened in 1913 at Naples, is a camp for Jewish girls. In 1918 it moved to a new site and will hereafter be solely under the direction of Mrs. Alice Heniger, writer, lecturer and founder of the Children's Educational Theater, New York City.

Camp Ohuivo, on Thompson's Lake, Oxford, forty miles northwest of Portland, has since 1913 been conducted by Miss Mary North, A.B., Wellesley. It is a recreation camp for fifty girls and offers the usual sports and training in arts and crafts.

Camp Newfound, Harrison, was started in 1919 by Mrs. W. K. Horton on Christian Science principles. A brief service of Scripture, prayer and singing begins each day. Basketry, sketching, modeling, horseback riding, music and dancing vary the rest of the day's program.

Camp Kearsarge, Naples, on Long Lake, was opened in 1918 by Miss Helen Culin, B.A., who is in charge of the Physical Education Department of Swarthmore College. It is primarily for older girls from fourteen to nineteen. Emphasis is laid upon nature work, sports, gymnastics and long canoe trips.

Camp Holton, Naples, on Long Lake, begun in 1920, is under the joint direction of Miss Ethel Ronaldson of the Holton-Arms School for Girls, Washington, D.C., and Miss Fredericka Hodder. Arrangements can be made for special tutoring by the hour and for horseback riding three hours a week.

Highland Nature Camps, on Lake Sebago, South Naples, include separate senior, intermediate and junior divisions. The camps are well organized and are patronized by wealthy Jewish families. They were established in 1910 by Miss Estelle B. Davidsburg and Mrs. Eugene H. Lehman of the Highland Manor School.

Camp Wawenock-Owaissa, South Casco, Lake Sebago, on Raymond Cape, one of the Wawenock Camps, for girls, established in 1917, is under the direction of Mrs. W. C. Kendall. All land and water sports are featured. **See page 786.**

Luther Gulick Camps, on Lake Sebago, South Casco, were established on the present site in 1910 by Mrs. Charlotte V. Gulick, the wife of the late Dr. Luther H. Gulick, author and publicist. Camp Gulick, on the Thames River, Conn., was begun as a family camp, in 1888, and there the Camp Fire Girls of America originated, whose ideals and purposes form the foundation of the life of this camp. The work of Mrs. Gulick has inspired the foundation of other camps by members of her family and her methods have been widely copied by others. SEBAGO-WOHELO, for girls from thirteen to eighteen, and LITTLE WOHELO, for girls from seven to thirteen, extend along a mile of shore front of beautiful Lake Sebago. The watch-word, "Wohelo," of the Camp Fire Girls, is derived from the first letters of their slogans, work, health and love. It is education that a girl gets at this camp—education of personality and appreciation of nature. Incidentally she may learn something of primitive industries such as jewelry making, weaving, cooking, and become initiate in all the lore and training known only to the Camp Fire Girls. **See page 788.**

Camp Arcadia, Casco, organized in 1919 as the girls' division of the White Mountain Camp, under the direction of G. L. Meylan, was founded in 1916 by Mrs. Eleanor Cleveland

Grover. Water and land sports, dancing, dramatics, arts and crafts are included in the program of camp activities. A supervised study hour is provided every morning and the girls may arrange for special tutoring in addition.

Camp Moy-Mo-Da-Yo, on Pequaket Lake, North Limington, was established in 1907 by Miss Helen F. Mayo and Miss Elizabeth M. Moody, teachers in the Boston public schools. All the usual camp sports, land and water, together with esthetic and folk dancing, are offered. There is a junior department for young girls.

NEW HAMPSHIRE

Chatham Woods Camp, on Upper Kimball Pond, South Chatham, near the Maine line, is under the personal direction of Katherine Lewis Bishop, a teacher of domestic science, Bridgeport, Conn., assisted by Mr. and Mrs. Charles K. Bishop. The usual camp sports including archery and bird study are provided for.

Camp Serrana, on Lake Tarleton, Pike, was opened in 1916 by Miss Emma G. Sebring, principal of St. Agatha School, New York, and Mrs. Mary Gaylord Frick, instructor at St. Agatha. The camp is now under the sole direction of Mrs. Frick. There is a junior department for campers under twelve.

Camp Tahoma, on Lake Armington, near Pike, was opened in 1915 by Miss Anna W. Coale and her sister Miss Mary Arabella Coale. Both were for many years important factors in the life of Aloha, particularly the musical side. Among the advantages offered is hearing and taking part in good music.

Aloha Club, Pike, on Lake Catherine, is for girls of eighteen or older, who are given considerable freedom and may use the golf links of the adjoining Tarleton Club. Mrs. Helen Gulick King is usually in charge.

Pine Knoll Camp, Conway, on Iona Lake, at the foot of Chocorua Mountain, was established in 1914, in her own home, by Mrs. Frances Hodges White, a writer of children's stories. The councilors include graduates of leading women's colleges. Physical culture, archery, basketry, sewing and folk dancing are featured.

Camp Larcom, Tamworth, opened in 1913 by Mr. and Mrs. S. G. Davidson, to supplement their VRAIMONT for adults and nearby CAMP CHOCORUA for boys, is a recreation camp for girls of any age, who may enter or leave at any time.

Camp Wuttaunoh, now at Crystal Lake, Canaan, was established in 1914 by Professor and Mrs. Ethan Allen Shaw at Northfield, Vt., but was removed in 1918 to its present site, where all the usual camp and water sports are provided for. Mr. Shaw has been, since 1897, a professor at Norwich

University and Mrs. Shaw is also a professional teacher. Horseback riding on cavalry horses from the Norwich University stables is featured.

Camp Allegro, Madison, on the west shore of Silver Lake, was established in 1918 by Mrs. Blanche Carstens, Brookline, Mass. It is a well equipped camp for thirty-five young girls. All water and land sports are provided for. Music and dramatics are a feature, and there is instruction in handicrafts.

Camp Amaiyulti, Chocorua, in the White Mountains, was opened in 1920 by Miss Elizabeth B. Lefavour of Beverly, Mass., for girls of from eight to twenty years of age. Athletics, corrective and general gymnastics, handicrafts, embroidery and painting are among the occupations.

Camp Wikiva, Hebron, on New Found Lake, was established in 1914 by Miss Lillard of Chicago, a sister of W. Huston Lillard of Camp Cleveland and Tabor Academy. It is especially for older girls and provides for organized water sports, esthetic and gymnastic dancing. An outdoor play is produced and there are tramping and camping trips.

Camp Belvedere, Gilsum, at an elevation of fifteen hundred feet, under the direction of Miss M. V. MacConnell of Newton, Mass., is for twelve girls between the ages of five and eleven.

Camp Eagle Point, on Stinson Lake, Rumney, in the foothills of the White Mountains, established in 1905, is owned by a company with Miss Virginia Spencer in immediate charge. The girls in the past, since 1908, have come from twenty-one states. In addition to the usual camp sports, special instruction in music, art and elocution is provided.

Camp Idlepines, Strafford, was opened in 1920 by Mrs. S. Evannah Price, art instructor in the State Street Junior High School, Springfield. All the sports, dramatics and nature study, are offered in addition to arts and crafts study.

Camp Beau Rivage, Little Harbor, Portsmouth, offers an opportunity to learn and use French, in addition to camp life and athletics. It is conducted by Miss Frances E. Deverell and assistants of the Deverell School of New York and Paris.

Camp Winnemont, West Ossipee, opened in 1920, on the site of Camp Wellesley, was recently purchased by Walter H. Bentley of Camp Wyanoke, who acts as business manager. Girls between the ages of seven and eighteen are eligible. Eleanor C. Barta is the director.

The Winnetaska Canoeing Camps, Ashland, on Squam Lake, are two separate but closely associated camps, WINNETASKA and PINE MEADOWS, each limited to forty girls. The first camp was opened in 1914 by Dr. and Mrs. May of Cohasset. Mrs. May is a graduate of Vassar, while Dr. May is a physician who has long been interested in ornithology and other branches

of natural history. At both camps emphasis is placed on the canoeing and camping out trips, which are handled in a particularly efficient manner. "Honors" are given in the various activities. "Winnetaska," from the Abenaki, signifies "The Place of Pleasant Laughter." Associated with the two girls' camps is CAMP WABEWAWA for boys under sixteen years of age. **See page 789.**

Winona Fields, Ashland, on a breezy hilltop, overlooking Asquam Lake, was established in 1906 by Elizabeth M. Fessenden, Ph.B., and Mary Ropes Lakeman, M.D., a member of the Massachusetts Board of Health, for girls over nine years of age, including college girls. Swimming, canoeing and overnight camping trips are among the activities. A Council of the Camp Fire Girls is located at the camp.

Camp Iroquois, Lake Winnepesaukee, was established in 1915 by Dr. Ann Tomkins Gibson, a practicing physician of Philadelphia. Land and water sports are organized and the camp is divided into two teams for athletic competition, and the camp hikes are varied according to the girls' strength. The handicrafts also arouse competition. The Camp Fire system of dress, meetings and awards is established.

Camp Anawan, Meredith, on Lake Winnepesaukee, was established in 1913 by Mrs. Nellie S. Winchester, of the Hood Practice School, Lawrence, Mass., Miss Alice B. Hazelton, Runkle School, Brookline, and Miss Abigail P. Hazelton, principal of the Durell School, Somerville, as an equal partnership, and it has continued under their able management. It is essentially a recreation camp with splendid opportunities for field sports, swimming, canoeing and water sports. There is also instruction in crafts. Swimming and life saving have for seven years been under the same instructor. The camp has its own riding horses. **See page 789.**

Camp Pinelands, Center Harbor, was opened in 1902, under the management of the late Mrs. Muñoz and Miss Maria L. Dalton. The spirit of the camp is earnest, and it aims to offer girls a free out of door life with special attention to physical training. Classes are carried on in out of door sketching, gardening, nature work, handicrafts, sewing and cooking. The Misses Muñoz now assist in the management.

Camp Wakondah, Center Harbor, conducted since 1909 by Miss Harriett Dryde Jones and Miss Esther C. M. Steele of the Baldwin School, Bryn Mawr, Pa., is a small camp for friends of the directors and councilors.

Camp Acadia, on Lake Winnepesaukee, has for ten seasons been maintained by Dr. and Mrs. J. Grant Quimby, Lakeport, N.H. Mrs. Quimby's personality makes the camp life happy and homelike. There is a council of Camp Fire Girls.

Camp Kuwiyan, Alton, is conducted by Miss Elizabeth D. Embler, Alton, N.H., for a limited number of girls between the ages of eight and fifteen.

Camp Tall Pines, Bennington, established in 1915, is conducted by the Misses Reaveley and Mr. Reaveley as a small camp where girls enjoy an unconventional and democratic life. Folk dancing, pageantry, gardening and arts and crafts supplement the usual camp athletics. The Tall Pines Club, under the same management and control, is for young women.

Camp Drumtochty, New London, on Lake Sunapee, opened in 1918 by Miss Mary H. McCraken of St. Mary's Hall, Burlington, N.J., enrolls thirty girls from ten to twenty. It offers outdoor life with home comforts, instruction in domestic science, music and nature study.

Camp Weetamoo, Lake Pleasant, New London, opened auspiciously in 1916 under the supervision of Miss Florence Griswold, who was largely responsible for the success of Aloha Club and who is now an instructor in the Rhode Island Normal School. Instruction is given in basketry, jewelry and other metal work, block printing and stenciling.

Camp Echo, Amherst, is conducted by M. C. Howard, A.B., and Lillian C. Howard, teachers of seventeen years' experience. Two separate camps, for boys and girls, are maintained.

Camp Fairweather, Scobie Lake, Francestown, was opened by Miss Matilda D. Fairweather in 1911 on an old farm. The old white painted farmhouse with the surrounding apple trees and stone walls, and the typical New England outbuildings, are on an elevation. Below in a pine grove near the lake is the camp cottage.

Camp Oahe, a "school of the woods," at Granite Lake near Munsonville, is an Indian camp for "pale face" girls opened in 1915 by "Ohiyesa," otherwise well known as Dr. Charles A. Eastman, and Mrs. Eastman of Amherst, Mass. Three daughters assist in offering the usual land and water sports, as well as practice in Indian games, sports and dances, including archery, woodcraft and nature lore, trailing, signaling, fire and camp making and handicrafts. An original pageant play is given at the close of the season. There is a wholesome atmosphere of outdoor and family life. The camp is the vision of an idealist made real and Dr. Eastman has around him men and women well fitted to carry out his ideals.

The Outdoor Players, Peterboro, is a summer school for the dramatic arts, maintained since 1913 by Marie Ware Laughton, who has a winter school in Boston. The chief purpose is practice and training in the production of out of door plays, pageants and pantomimes. It offers outdoor life and sports with systematic training in all the arts of expression.

Sargent Camps, on Half Moon Lake, Peterboro, are entirely separate and distinct from the Sargent Normal School, the students of which use these same camp facilities in June and September. The two camps—juniors, eight to thirteen years, seniors, fourteen to twenty-four—are based upon Dr. Sargent's well known principles and practices for the physical education of girls and women. The purpose of the camp is to give training under expert supervision to girls from eight to twenty-four in all healthful activities that result in an all round physical development. In addition to the usual camp sports and recreations, provision is made for a great variety of games, many of which were first introduced into this country by Dr. Sargent. Much attention is also given to social, esthetic and folk dancing. Opportunity is offered in musical and dramatic training and for tutoring. **See page 780.**

Kamp Khoo-Khoo-Khoos, East Alton, was established as the Kareless Klub in 1904 and reorganized in 1920 by Mr. Burt Leon Yorke, B.A., M.A., B.D., and Mrs. Yorke. It is a recreational camp during eight summer weeks, but a school for a few girls during the fall, winter and spring seasons.

Camp Rosalind, Chesham, was opened in 1917 by Mr. and Mrs. H. W. Rolfe and offers an unusual opportunity for an interesting summer. Mr. Rolfe has been professor of Latin in Swarthmore College, University of Pennsylvania, Chicago University and Stanford University. With their older daughter, who had three years of handicraft training at Chipping Campden, England, they have opened this camp for a younger daughter and other girls, reproducing Chipping Campden so far as may be possible. Dalcroze Eurhythmics are taught, as well as metal work, woodcraft and outdoor crafts. Chamber music with musicians is a feature.

VERMONT

Camp Winnesquam, Milton, opened in 1919 by Miss Helen C. Van Buren, is unique in its musical atmosphere. Miss Beatrice Horsburgh, pupil of Leopold Auer, is the instructor in violin. A music director and three assistants lead classes in mandolin, ukelele and part singing. The girls devote an hour and a half to music each day. Land and water sports and trips give balance to the life.

The Bluebird, East Berkshire, is a summer home and camp, established in 1911, for children supervised by Miss Mary P. Anderson, teacher of nature study at the Horace Mann School, Teachers College, New York City. Girls under fifteen and boys under ten are given the real country life, working and playing on the farm.

Camp Barnard, Malletts Bay, eight miles above Burlington, has, since 1907 been maintained by the Barnard School.

Camp Winnahkee, Malletts Bay, was opened in 1916 under the same management as Camp Champlain for boys and is under the direction of Mrs. William H. Brown. The main purpose is the physical upbuilding of girls by systematic outdoor exercise. Nature study, woodcraft, arts and crafts and first aid are by no means neglected. Girls are divided into seniors and juniors, the latter under twelve, each having their own activities, sleeping quarters and under their own councilors. Dramatics and the evening life in camp are made a special feature. Tutoring is provided. **See page 792.**

Arrowhead Camp, Vergennes, on Lake Champlain, is conducted by Miss Marguerite A. Dudley, R.N., Superintendent of the School of Nursing, Long Island College Hospital. Separate activities are provided for the younger and older groups of girls, and arrangements may be made for tutoring.

Camp Winneshewauka, on Neal's Lake, Lunenburg, has been conducted since 1915 by Karl O. Balch, who aims to give the girls a happy summer. Hikes, horseback riding, mountain climbing, basket work, jewelry making and athletics are part of the camp life.

Camp Farwell, eight miles from Wells River, on a beautiful mountain lake, was established by Miss Julia H. Farwell, and is now conducted by Miss Rosalind P. Sanderlin of Washington, D.C. Much is made of archery, and special attention is given to singing, arts and crafts and cooking.

The Teela-Wooket Camps, Roxbury, were established in 1912 by Mr. and Mrs. C. A. Roys, by whom they are most successfully conducted. All the senior and junior camps, a quarter of a mile apart, are attractively placed on the brink of a plateau. Girls here learn to work and play together for a common purpose. Excellent saddle horses are provided without extra charge and instruction in riding is given by a competent riding master. There is instruction in swimming and diving, but there are no facilities for boating or canoeing. Music is made a feature under competent direction and there is an orchestra and Glee Club. **See page 793.**

The Aloha Camps, in Fairlee, on Lake Morey, were begun in 1905 by Mr. and Mrs. Edward L. Gulick. Mr. Gulick, A.B., Dartmouth '83; A.M., Harvard '93, and Mrs. Harriet Farnsworth Gulick, A.B., Wellesley '87, were for ten years in charge of one of the cottages at Lawrenceville School. Mrs. Gulick has the remarkable faculty of selecting excellent councilors and assistants who have had great personal power with girls. There are now three distinct camps: ALOHA HIVE, at South Fairlee, begun in 1915 for girls from seven to fourteen; the orig-

inal Aloha at Fairlee, for girls from fourteen to eighteen, and ALOHA CLUB, fifteen miles distant, near Catherine, N.H., opened in 1910 for girls over eighteen. Instruction is offered in a wide variety of activities: all land and water sports, including canoe trips on the Connecticut River, horseback riding, mountain climbing, with trips over the White and Green Mountains, camp craft and nature work, a wide choice in arts and crafts, dancing and music. A happy democratic atmosphere of community service and friendliness is inspired and carried over from year to year by returning girls and councilors.

Hokomoko Camp, Lake Morey, Fairlee, was opened by Mr. and Mrs. David S. Conant in 1910. Mr. Conant, A.B., Dartmouth '91, is business manager, and Mrs. Conant, B.S., Wellesley '89, has charge of the camp life. All sports, handicrafts, horseback riding and dancing are provided.

Camp Wynona, Fairlee, on Lake Morey, is a stock company controlled by R. R. Cookman of Fitchburg. Seniors, thirteen to twenty years, and juniors, eight to twelve, receive appropriate instruction in horseback riding, golf, tennis, basketball, swimming, canoeing, arts and crafts, hiking and nature study and dramatics. Although a large camp, the supervision is adequate. CAMP WESTMORE, on Willoughby Lake, recently bought by the Wynona corporation, will be opened as an annex to the Lake Morey camp and operated with the same standards.

Camp Hanoum, Thetford Hill, two miles from the Connecticut, has been conducted since 1908 by Prof. and Mrs. Charles H. Farnsworth, Teachers College, Columbia Univ. It is on the old Farnsworth homestead, and the Turkish name, meaning "lady," was adopted because of an ancestral missionary to Turkey. There is a little pond a mile long, and canoeing on the river. Many of the councilors return from year to year and are specialists in various camp activities. Trips are made into the White and Green Mountains. Provision is made for juniors, from eight to fourteen, seniors, from fourteen to eighteen, and the College Club is for older girls. There is a separate camp for boys under twelve. There are tennis courts, basketball fields, two craft houses, a kiln, canoes and saddle horses. Each day has its program of work and play. **See page 788.**

Camp Quinibeck, South Fairlee, is a large and successful vacation camp, established in 1911, and directed by its three proprietors, Frank L. Bryant, B.S., Erasmus Hall High School, Brooklyn, N.Y., William W. Clendenin, A.M., Wadleigh High School, N.Y.C., and Anna A. Dodge. The lakeside camp is for younger and the hillside camp for older girls. Instruction is given in horseback riding, by a West Point officer, assisted by women councilors. Leather work, book binding, art work, dyeing and batik work, weaving and basketry are practiced.

Camp Big Pine, South Fairlee, Fairlee Lake, is a home camp limited to twenty-five girls, which, since 1913, has been conducted by Mr. and Mrs. Wyckoff. Mr. Wyckoff is a master in the Haverford School.

Camp Wyoda, South Fairlee, owned and directed by Harvey Newcomer, M.A., Columbia, Head of the Physical Science Department of the Bushwick High School, Brooklyn, offers sports and instruction in crafts and nature study to about thirty girls under sixteen years of age.

Camp Ken-Jocketee, one mile from South Strafford, is conducted by Mrs. James W. Tyson, Jr., a motherly personage, and Miss Emma F. Stringer, an energetic and enthusiastic young New Englander. Though some distance from river or lake there is a swimming pool. All the usual crafts, including pottery and camp festivities, are arranged for, and horseback riding is made a feature.

Camp Avalon, Shaftsbury, is under the direction of Mr. and Mrs. Richard D. Currier. There are two departments—for little girls (under thirteen) and for older girls. The councilors are college men and women experienced in camp leadership. The life is simple and wholesome. The plumbing is up to date. Camp activities are varied, including water sports, riding, hiking, dancing, music, woodcraft, handicrafts, nature study, gardening and dramatics.

MASSACHUSETTS

Rockledge Camp, Lanesville, Gloucester, was opened in 1915 by Mrs. Charles T. Baylis. Instruction in handicrafts and first aid is given twenty girls between eight and eighteen.

Camp Hillsview, Boston, near the Blue Hills, is the summer and week end recreation farm of the Beacon School, especially for Christian Scientists. Opportunities are offered in arts and crafts, music, dramatics, dancing and tutoring. Mrs. Althea Andrew is the director. **See page 763.**

Camp Watatic, Ashburnham, at an altitude of thirteen hundred feet, is directed by Miss Annie E. Roberts of the Westfield Normal School. In addition to the usual camp sports and activities, the girls are taught horseback riding.

Camp Yokum, Lake Yokum, Becket, at an elevation of over eighteen hundred feet, has, since 1916, been conducted by Mary E. Richardson and Harriet A. Ellis. The girls, from seven years up, are arranged in three groups according to age. All land and water sports and activities are engaged in.

Camp Tonawanda, Wareham, was established in 1916 by the Misses Lyda and Fanny Beckwith. Swimming, rowing, canoeing and exploring trips keep the girls continually out of doors. The camp life is simple and free.

Little Bay Camp, Fairhaven, is on Naskatucket Island which forms part of the estate of Mr. and Mrs. P. C. Headley. It was established in 1916 as Camp Naskatucket and was under the direction of Miss W. B. Blanchard. In 1920 Mr. and Mrs. Headley assumed the direct supervision The camp is attractively located and well equipped. All land and water sports, are provided for. The camp mistress is a trained pianist and music teacher, a pupil of Edward McDowell.

Camp Cowasset, on the shores of Buzzards Bay, North Falmouth, was opened in 1915. It is conducted by Miss Beatrice A. Hunt and her mother, Mrs. H. L. Hunt, of Marlboro. Sea bathing and a water carnival are features in addition to the usual camp activities. Horseback riding is provided.

Camp Chattering Clam, Falmouth, is a small camp, begun in 1920 for girls between the ages of seven and twelve. Mrs. Dwight Fay Mowery, of Houlton, Me., is the camp mother.

Sea Pines Camp, Brewster, is on the seashore bluffs of the school property, about five minutes' walk from the school buildings. The hundred girls are in charge of Miss Faith Bickford and Miss Addie Bickford assisted by Sea Pines teachers.

Wahtonah Wigwam, Brewster, on Cape Cod Bay, was opened in 1917 under the general management of Keewaydin Camps, with Mrs. Frederick T. Burdett in immediate charge. It is for forty girls from eight to eighteen years of age. Pine woods, playing fields, sea bathing, canoeing and the usual camp activities insure a healthful summer under wise direction.

Mrs. Norman White's Camp for Girls, Orleans, on Cape Cod, has been established since 1912. The girls are in two groups, according to age. The camp for older girls is situated on the ocean side of Cape Cod. The camp for younger girls is on a picturesque fresh water lake accessible also to salt water. The councilors are college girls trained and experienced in directing the various camp activities. An expert swimming instructor supervises all still water and surf bathing. **See page 794.**

Quanset, S. Orleans, Cape Cod, first opened in 1907, is conducted by Mrs. E. A. W. Hammatt, Newton Center, Mass. In addition to the usual camp activities sailing, music and weaving are taught. An original opera is given each summer.

Camp Chequesset, Wellfleet Bay, near the tip of Cape Cod, is beautifully situated and admirably equipped and administered. It was established in 1914 by William G. Vinal, A.M., Harvard, instructor in nature study, R. I. Normal School, Providence, and Alice H. Belding, A.B., Vassar, physical director Randolph-Macon Women's College, Lynchburg, Va. They are assisted by specialists in all camp activities. Folk dancing, gardening, nature study, nautical training, crafts, photography and woodlore are features.

CONNECTICUT

Romany Camp, Eastford, is the girls' camp of the group maintained by the Eastford Camps Corporation of which Stanley Kelley is president. The usual camp sports and crafts are offered and also instruction in rhythmic dancing and the new art of dress. The councilors are earnest men and women experienced in educational work. The school farm supplies the table with fresh vegetables. Alice N. Harris, for five years with Aloha Camp, is the director. See page 794.

Redcroft, Tolland, is a small camp conducted by Mlle. Edmée Pretat. The camp is an old-fashioned house on the village green, with tents on the grounds. French, arts and crafts and physical training are taught.

Sebowisha Camp, Norwich, was established in 1911 by Mrs. Lewis J. Phillips and Christine H. Smith, and is now conducted by the former. The camp is on a farm overlooking the Thames River, eight miles from New London. Opportunities for salt water bathing and all land and water sports are offered.

Camp Mystic is a salt water camp at Mystic, begun in 1916 by Miss Mary L. Jobe, A.M., F.R.G.S., an explorer and mountaineer of wide experience. Regularly organized and conducted tramping and camping expeditions afford an opportunity for learning campcraft. Water athletics are under the direction of David Gardella and his assistants. Basketry, stenciling, weaving, knitting, embroidery and woodblock printing are all available. Instruction is given also in music and nature study.

Menuncatuk, a seashore camp for girls, Guilford, is conducted by Mrs. Theodora Ames Hooker, A.M., High School, Greenfield, Mass. She aims to give girls from six years of age up to and including college girls, a happy, healthful vacation at a moderate price. A separate camp for boys under twelve was opened in 1918. See page 796.

Camp Nehantic, Crescent Beach, on Long Island Sound, featuring salt water sports and athletics, is under the management of Mr. and Mrs. Harry Davison of Philadelphia. Mr. Davison, an instructor in physical training and hygiene, arranges the exercises best adapted to the needs of each girl.

Camp Po-Ne-Mah, South Kent, on Lake Spectacle, was established by Dr. Wilford Allen, a practicing physician of New York City. The altitude is 1300 feet. The camp is well equipped and the girls sleep in log cabins. Health and physical training are carefully supervised. Music, first aid, woodcraft and hiking all have their share in the program.

Camp Chinqueka, on Bantam Lake, among the Litchfield Hills, has been conducted by David Layton, M.S., Rutgers, since 1915. It is essentially a recreation camp where girls from eight to fourteen may develop self-reliance and a love for nature.

Broadview Camp, Sharon Valley, formerly the Home Efficiency Camp, is conducted by Miss Mary H. Coffin of Miss Chapin's School, and Mary E. Cooley of the Home Efficiency School. The camp is limited to twenty girls, and a system of self-government assures the cooperation of the girls and directors.

NEW YORK

Black Elephant Camp, Lake George, was established in 1910. The girls live in a two story house on the edge of the lake, and lead a normal outdoor life. Miss Theoda F. Bush, of Dana Hall School, Wellesley, and Miss Kate B. Wallace of Radcliffe College create a simple home atmosphere.

Wanakena Camp, Pilot Knob, on Lake George, is a recreational camp for thirty girls over twelve years of age, conducted by Mrs. R. B. Bontecou. The girls set their next day's program themselves, choosing picnics, tramping parties or water activities. Girls unequal to strenuous sports are free to enjoy rest and simple activities such as sewing, knitting, crocheting and basket making. Trips to places of historical interest about Lake George are featured.

Camp Niqueenum, Willsborough, on Lake Champlain, was established in 1913. It is conducted by Miss Margaret Lyall, A.B., Vassar, and Miss Fanny E. Bickley, Sargent School of Physical Education. The girls live in bungalows and tents.

Camp Cedar, on Schroon Lake, Pottersville, has been conducted since 1909 by Miss Alice G. Fox of Philadelphia, who has had a quarter of a century's experience in teaching. It accepts girls from eight to twenty-two years of age.

Camp Lo-Na-Wo, Fourth Lake, Fulton Chain, in the Adirondacks, has accommodations for sixty girls. In addition to the usual camp games, athletics and craftswork, every girl is given a course in esthetic, folk and national dancing. Mr. and Mrs. Sidney Kranz, the directors, have had years of experience as supervisors of physical education in New York schools.

Camp Miramichi, Merrill, on Upper Chateaugay Lake, is a woodsy camp, not too accessible. All girls learn to swim and to handle a boat or canoe. Attention is given to nature study and handicrafts. The special feature is the long camping trips. The directors, the Misses Deming, who established this camp in 1915, are graduates of Bryn Mawr. They have had practical experience in private schools and summer camps.

Camp Boulder Point, Inlet, on Limekiln Lake, a small camp, has, since 1916, been conducted by Lucy Powers Wilkison and Louise Maudsley Sumner. It is for twenty-six girls of high school age.

Silver Lake Camp, Hawkeye, Clinton County, on one of the small lakes of the Adirondacks, was established in 1911 by Miss

Nina Hart, long an instructor in the Packer Institute and now head of the English department and of the Junior Academy at Bradford Academy. The councilors, mostly college graduates, are all trained women. A simple home atmosphere and a successful system of self-government characterize the camp. There is provision for all the usual camp activities, including horseback riding, tennis and dancing, and for tutoring and instruction in jewelry, leather work, basketry and typewriting. CAMP BALOO is the Junior Camp for younger girls. Sleeping porches accommodate all. **See page 796.**

Camp Twa-Ne-Ko-Tah, Angola, on the southern shore of Lake Erie, is conducted by Rev. and Mrs. R. Carl Stoll, of Snyder, N.Y. There are separate divisions for juniors, eight to thirteen, and seniors of fourteen or over. CAMP TONKAWA, for boys, is under the same control.

Camp Arey, on Lake Keuka, is a continuation of the Natural Science Camp, established by Prof. Arey of Rochester, on Lake Canandaigua in 1890 as a boys' camp. From 1892 girls and boys were taken each for four weeks. It was consequently the first girls' camp. Since 1912 the camp has been under the management of Mrs. André C. Fontaine, daughter of Prof. Arey, and Mr. Fontaine, M.A., Columbia, of the Boys' High School, Brooklyn. The camp is well equipped and splendidly located.

Camp Sewanhaka, Mount Sinai, is a salt water camp on the north shore of Long Island maintained for three seasons by Dr. and Mrs. Henry Stout Pettit. Dr. Pettit is director of Pine Bluff Camp for boys, and has been since 1892 physical director of Adelphi Academy, Brooklyn.

Camp Mesacosa, Corinth, was established in 1914 under the direction of Laura Sanford of the University of Cincinnati and Jesse Feiring Williams, M.D., of the Teachers College, Columbia University. The campers elect a council which governs camp activities outside of the fixed program which includes a three day canoe trip, hikes and two horseback trips.

Camp Grange, Bellport, Long Island, is primarily for young girls, from five to fourteen years of age. Miss Coralie Bohlen Hagedorn, the director, assisted by Miss May Hagedorn, emphasizes home environment, table manners and the essential courtesies so often relaxed in camp.

PENNSYLVANIA

Camp Annung, Slateford, on Mt. Minsi, established in 1913, is conducted by Emma C. Greider of Great Kills, N.Y. A number of years of experience has made possible the purchase of an excellent property of over one hundred acres with one half mile frontage on the Delaware River, including bungalows, houses and cottages on the cool mountain side, commanding a

view of the surrounding country for miles. College trained councilors guide the girls in all sports and activities, including arts and crafts, jewelry, dramatics, dancing and music.

Pine Tree Camp, at an elevation of two thousand feet, in the Pocono Mountains, was established in 1911 by Miss Blanche D. Price. The camp council consists of experienced teachers and college bred women. Domestic science, nature study, handicrafts, dancing and tutoring are offered, and all sports, including horseback riding.

Camp Oneka, on Lake Arthur, a mountain lake near Tafton, at an elevation of twenty-two hundred feet, is conducted by Ernest W. Sipple of the Northeast High School, Philadelphia, and Mrs. Sipple. The directors had five years' camp experience at Camp Brumbaugh, run by the Philadelphia Playgrounds Association, Camp Mokoma and Orr's Island Camp in Maine, the last two of which are now absorbed in Oneka. There is both a senior and junior camp each for forty girls.

Camp Wyalusing, on Lake Wyalusing, Little Meadows, Susquehanna County, is for girls under fourteen. It is conducted by Mrs. Robert S. Newhall of Mt. Airy, Philadelphia. The girls enjoy farm life in addition to camp activities.

KENTUCKY

Trail's End Camp, on the Kentucky River, in the Blue Grass Country, thirteen miles from Lexington, on a large farm, was established in 1913 by Miss Mary De Witt Snyder, a graduate of the New Haven Normal School of Gymnastics, and director of physical training at Transylvania and Hamilton Colleges. Horseback riding, swimming, etc., and a trip to the mountains and to Mammoth Cave, are featured.

NORTH CAROLINA

Camp Minnehaha, Bat Cave, was established in 1912 by Mrs. Wm. Roxby and has since developed into a well organized camp, based on the Camp Fire Girl ideals. Numerous hikes and overnight camping trips are featured.

Camp Junaluska, at Lake Junaluska, twenty-five miles west of Asheville, is at an elevation of twenty-eight hundred feet. It is conducted by Miss Ethel J. McCoy, M.A., of Virginia Intermont College.

TENNESSEE

Camp Nakanawa, Mayland, is at an elevation of twenty-two hundred feet, in the Cumberland Mountains. It is on a two hundred and thirty-five acre lake, in the midst of a thousand acre tract of forest land. The camp is well equipped and is owned by the Castle Heights Military Academy. Colonel L. L. Rice is the director. **See page 720.**

Camp Thorwald, near Sewanee, is conducted by Mr. and Mrs. Malcolm McDowell. Target practice, rifle practice, dancing, handicrafts and trips are among the activities.

FLORIDA

Camp We-Ki-Wa-Che, South Clermont, is a winter camp, conducted from November to April by Miss Bernice Willard Lyle, A.B., A.M., Columbia. School work and college preparatory courses are carried on. Athletics, water sports and short motor trips are on the daily program.

MICHIGAN

Camp Michigamme, Lake Michigamme, established in 1911, is conducted by Mrs. Caroline S. Rowell, A.B., a Christian Scientist. She had previously had experience in teaching and as a councilor in other camps. The girls are from the private schools of the West.

Spring Hills, Michigamme, was established in 1916 under the direction of Ida Mighell, Ph.B. Gypsy trips and camping hikes under guides vary the camp athletics and horseback riding.

Camp Kechuwa, Lake Michigamme, was established in 1913 and is conducted by Miss Helen Ross and her sister Miss Ella Ross. The latter is a specialist on children's diet. Besides all camp activities, tutoring is provided, and reading and conversation classes in French. A native guide conducts long and short camping trips. Girls from twelve to twenty are enrolled.

Wetomachek, Saugatuck, on the shore of Lake Michigan, is the summer camp of the Chicago Normal School of Physical Education. The organization is similar to that of the Camp Fire Girls and Woodcraft League. Nature study, handicrafts, woodcraft, games, water and land sports are the features. Kate R. Williams is the director.

Pinewood Camp, Brutus, is a camp and tutoring school opened in 1916 by Miss Gertrude Tuttle of Indianapolis. Dancing, handicrafts, horseback riding and bowling are offered.

Camp Halcyon, Holland, at Brookwood Beach, on the shore of Lake Michigan, is conducted by Mimi H. Garesche and Ann O. Watt, and provides all the usual camp activities.

WISCONSIN

Camp Panhellenic, Washington Island, is a college girls' camp in the northern pine woods. It was opened in 1920 by Gladys R. Dixon, director of physical education, Washington University, and Ruth Siefkin of Wichita, Kansas.

Sandstone Camp, Green Lake, has been conducted since 1912 by Miss Elva I. Holford, former principal at Grafton Hall, and Miss Esther G. Cochrane, A.B., Wis., '10, formerly of Oak Hall. A winter camp is located at Crystal Springs, Florida.

Camp Idyle Wyld, Three Lakes, for girls and their mothers, has been conducted since 1917 by Mr. and Mrs. L. A. Bishop, at their permanent home. The girls live in bungalows and there is opportunity for music, dramatics and special trips.

Camp Bryn Afon, Rhinelander, on Lake Snowdon, in the heart of the Great North Woods, near a multitude of small lakes, is conducted by Miss Lotta B. Broadbridge, 15 Owen Ave., Detroit, Mich. The camp buildings are well designed and built. The girls sleep in kiosks. Opportunities are offered for the usual camp activities, including horseback riding.

Camp Minne-Wawa, Tomahawk Lake, Oneida County, was established in 1912 by Mr. and Mrs. M. A. Ebert. A council of Camp Fire Girls is organized at the camp. Dramatics and tutoring lend a more educational tone to the camp recreations.

MINNESOTA

Camp Kawajiwin, on Star Island, Cass Lake, in northern Minnesota, has a senior cottage for older girls and a junior camp. It has been conducted since 1915 by Miss Winnifred Schureman of the Minneapolis High School.

COLORADO

Rocky Mountain Dancing Camp, Steamboat Springs, has, since 1914, been conducted by Portia Mansfield Swett and Charlotte L. Perry. Interpretative outdoor dancing forms an important part of the exercises and training. There is a separate junior camp.

WASHINGTON

Camp Willapa, Nahcotta, established in 1916 by Miss Dorothy A. Elliott, the present director, gives its girls corrective gymnastics, folk dancing, tutoring and community ideals.

CALIFORNIA

Indian Lookout, Navarro, Mendocino County, is in the mountains among the giant Red Woods. It is maintained by Dr. and Mrs. Edmund H. Sawyer. The girls sleep out of doors, using tents for dressing rooms. Nature study, swimming, first aid, and interpretative dancing are features of the camp work. There is a junior camp for younger girls and a camp for little boys from seven to twelve.

COMPARATIVE TABLES

COMPARATIVE TABLES

The arrangement is by states, geographically from Maine to California. The schools under each state are in alphabetical sequence.

In the first column is given the Name of the school with its Address; in the second column the general Type — Day, Boarding (Bdg.), Country Day (Co.D.), Evening (Eve.), Tutoring (Tut.); in the third column the Head Master with his degrees. In the remaining columns are given the date of Establishment (Est.); the maximum annual Tuition (Tui.), including board in boarding schools; the number of the Faculty (Fac.) giving full time; the Enrollment (Enr.) for the preceding academic year as reported by the school; the Length of the Course of study (L. of Course), which shows whether the school is confined to the four years of high school or has also grammar and elementary departments.

Under Control is indicated whether the school is Non-Sectarian (Non-Sect.) or under sectarian auspices, Adventist (Advent.), Baptist (Bapt.), Christian Scientist (Chr. Sci.), Congregationalist (Cong.), Episcopal (Epis.), Evangelical (Evan.), Lutheran (Luth.), Methodist Episcopal (M.E.), Methodist (Meth.), Presbyterian (Presb.), Protestant (Prot.), Roman Catholic (R.C.), Swedenborgian (Swed.), Theosophical (Theo.), Unitarian (Unit.), Universalist (Univ.).

In Camp Tables the first column gives the Summer post office Address; the second column the Winter Address of the director; the last column the Age Limits of the one or more groups.

BOYS' SCHOOLS

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Abbott School Farmington, Me.	Bdg.	MOSES B. PERKINS, A.B. Head Master	1844 $1200		6 yrs.
The Portland Day School 169 Danforth St., Portl., Me.	Co.D.	HAROLD D. OLIPHANT, A.B. Head Master	1915 $250	5 30	4–9 yrs.
Wildwood Winter School Rockwood, Me.	Bdg.	SUMNER R. HOOPER, A.B. EDWIN K. PARKER, B.Sc.	1919 $1000	3 3	8 yrs.
The Holderness School Plymouth, N.H.	Bdg.	Rev. L. WEBSTER, L.H.D. Rector	1879 $750	6 42	5 yrs.
Phillips Exeter Academy Exeter, N.H.	Bdg.	LEWIS PERRY, A.B., M.A. Principal	1781 $250	41 650	4 yrs.
St. Paul's School Concord, N.H.	Bdg.	Rev. SAM'L S. DRURY, L.H.D. Rector	1855 $1200	45 386	6 yrs.
The Stearns School Mt. Vernon, N.H.	Bdg.	ARTHUR F. STEARNS, A.B.	 $950	4 26	14 yrs.
Berkeley Prep. School Boston, Mass.	Day	HENRY HOPKINSON, L.L.B. Principal	1907 $200	10 95	4 yrs.
Berkshire School Sheffield, Mass.	Bdg.	SEAVER B. BUCK, A.B. Head Master	1907 $1200	11 84	5 yrs.
The Browne and Nichols School Cambridge, Mass.	Co.D.	G. H. BROWNE, A.M. Rev. W. REED, A.M.	1883 $400	12 156	8 yrs.
Chauncy Hall School 553 Boylston St., Boston, Mass.	Day	FRANKLIN T. KURT, Ph.B. Principal	1828 $350	7 145	4 yrs.
The Country Day School for Boys of Boston, Newton, Mass.	Co.D.	SHIRLEY K. KERNS, A.B. Head Master	1907 $375	13 175	8 yrs.
The DeMeritte School 815 Boylston St., Boston, Mass.	Day	AUGUSTUS D. SMALL A. W. BACHELER, A.B.	1900	3 20	6 yrs.
Dummer Academy South Byfield, Mass.	Bdg. Day	CHARLES S. INGHAM, Ph.D. Head Master	1763 $850	9 80	10 yrs.
Farm and Trades School Thompson's Island, Mass.	Bdg.	CHAS. H. BRADLEY Superintendent	1814 $0–300	 100	4 yrs.
The Fay School Southborough, Mass.	Bdg.	EDWARD W. FAY, A.B. Head Master	1866 $1300	8 80	4 yrs.
The Fessenden School West Newton, Mass.	Bdg.	FRED J. FESSENDEN, A.M. Head Master	1903 $1300	15 125	8 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Groton School Groton, Mass.	Bdg.	Rev. Endicott Peabody, D.D. Head Master	1884 $1250	20 175	6 yrs.
Hallock School Great Barrington, Mass.	Bdg.	Gerard Hallock, A.M. Head Master	1908 $900	5 36	6 yrs.
Hillside School Greenwich, Mass.	Bdg.	Franklin P. Shumway President	1901 $0–300	 40	
The Huntington School Huntington Ave., Boston, Mass.	Day	Ira A. Flinner, A.M. Head Master	1909 $360	22 300	4–8 yrs.
Mr. Legate's Private School 66 Beacon St., Boston, Mass.	Day	Mr. Legate Head Master	1851	1 10	6 yrs.
The Longwood Day School Brookline, Mass.	Day	Robert L. Cummings, B.S., A.M. Principal	1913 $375	13 114	9 yrs.
McAllister School Concord, Mass.	Bdg. Day	David C. McAllister, A.B. Head Master	1920 $1000		8 yrs.
Middlesex School Concord, Mass.	Bdg.	Frederick Winsor, A.B. Head Master	1901 $1200	18 150	6 yrs.
Milton Academy Milton, Mass.	Bdg. Day	W. L. W. Field Head Master	1798 $1200	22 189	6 yrs.
The Mitchell Military Boys' School Billerica, Mass.	Bdg.	Alex. H. Mitchell, A.B. Principal	1870 $1000	8 60	6 yrs.
Monson Academy Monson, Mass.	Bdg. Day	Jos. M. Sanderson, A.B. Principal	1804 $500	8 115	4 yrs.
The Mount Hermon School Mt. Hermon, Mass.	Bdg.	Henry F. Cutler, D.C.L. Principal	1881 $115	35 561	6 yrs.
Noble and Greenough School 100 Beacon St., Boston, Mass.	Day	Chas. Wiggins, 2d, A.B. Principal	1866 $450	15 200	8 yrs.
William W. Nolen Cambridge, Mass.	Tut.	William W. Nolen Principal	1884 $2.50 per hr.	64	
Northeastern Preparatory School Boston, Mass.	Eve.	Thos. W. Watkins, A.B. Principal	1897	22 1000	4 yrs.
Phillips Academy Andover, Mass.	Bdg.	Alfred E. Stearns, A.M., Litt.D. Principal	1778 $200	40 562	4 yrs.
The Powder Point Sch. for Boys Duxbury, Mass.	Bdg.	Ralph K. Bearce, A.M. Head Master	1886 $1000	8 60	7 yrs.
Red House Groton, Mass.	Bdg.	Carleton A. Shaw, A.B.	1910 $950	2 10	1–3 yrs.
Mr. Rivers' Open-Air School Dean Rd., Brookline, Mass.	Day	Robert W. Rivers, A.B. Principal	1915 $600	16 135	11 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Roxbury Latin School Roxbury, Mass.	Day	D. O. S. LOWELL, A.M., Litt.D. Head Master	1645 $175	8 141	6 yrs.
St. John's Preparatory College Danvers, Mass.	Bdg. Day	BROTHER BENJAMIN, A.M. Principal	1907 $450	22 390	4 yrs.
St. Mark's School Southborough, Mass.	Bdg.	WILLIAM G. THAYER, A.B., A.M., D.D.	1865 $1100	18 150	6 yrs.
The Stone School 488 Beacon St., Boston, Mass.	Day	C. W. STONE, A.B., A.M.	1879 $300	3 37	4 yrs.
Tabor Academy Marion, Mass.	Bdg.	WALTER HUSTON LILLARD, A.M. Principal	1876 $900	8 50	5 yrs.
Treat's School Oak Bluffs, Mass.	Bdg.	EDWIN B. TREAT	 $1800	32 80	4 yrs.
The University School 899 Boylston St., Boston, Mass.	Day	E. C. WEBSTER, A.B., B.D.	1901 $350	2 40	6 yrs.
Wilbraham Academy Wilbraham, Mass.	Bdg.	GAYLORD W. DOUGLASS, M.A. Head Master	1817 $800	8 60	5 yrs.
Williston Seminary Easthampton, Mass.	Bdg. Day	ARCHIBALD V. GALBRAITH, A.B. Principal	1841 $450–900	17 225	8 yrs.
Worcester Academy Worcester, Mass.	Bdg.	SAMUEL F. HOLMES, M.A. Principal	1834 $850–1000	20 200	5 yrs.
The Moses Brown School Providence, R.I.	Bdg. Day	SETH K. GIFFORD, Ph.D. Principal	1784 $800	25 320	12 yrs.
St. George's School Middletown, R.I.	Bdg.	STEPHEN P. CABOT, A.B. Head Master	1896 $1200	16 155	6 yrs.
Betts Tutoring School Stamford, Conn.	Bdg. Day	WM. J. BETTS Principal	1908	1 10	
The Booth Prep. and Tutoring School New Haven, Conn.	Day	GEORGE A. BOOTH Principal	1897 $120		4 yrs.
Brunswick School Greenwich, Conn.	Day	G. E. CARMICHAEL, A.B. Head Master	1902 $375	13 122	12 yrs.
Canterbury School New Milford, Conn.	Bdg.	NELSON HUME, Ph.D. Head Master	1915 $1200	7 62	6 yrs.
The Choate School Wallingford, Conn.	Bdg.	GEO. C. ST. JOHN, A.B. Head Master	1896 $1350	22 220	6 yrs.
The Curtis School Brookfield Center, Conn.	Bdg.	FRED S. CURTIS, Ph.B. Principal	1875 $1000	5 32	5 yrs.
Eastford School Eastford, Conn.	Bdg.	STANLEY KELLEY Head Master	1920 $8–1000	4 20	8 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Fox Tutoring School New Haven, Conn.	Bdg. Day	GEORGE L. FOX, A.M. Principal	1901 $500	2 20	5 yrs.
The Grail School Fairfield, Conn.	Bdg.	CHARLES C. SAUNDERS, Ph.D. Head Master	$1800	10	
The Gunnery School Washington, Conn.	Bdg.	J. C. BRINSMADE, A.B. Head Master	1850 $1000	8 60	8 yrs.
Hamden Hall Whitneyville, Conn.	Co.D.	JOHN P. CUSHING, A.B., Ph.D.	1912	6 40	8 yrs.
The Harstrom School Norwalk, Conn.	Bdg.	CARL A. HARSTROM, A.M., Ph.D.	1899 $1500	8 25	3 yrs.
Hopkins Grammar School New Haven, Conn.	Day	GEO. B. LOVELL, Ph.D. Rector	1660 $200	8 75	6 yrs.
The Hotchkiss School Lakeville, Conn.	Bdg.	HUBER G. BUEHLER, A.M., Litt.D., M.A.	1891 $1200	24 259	4 yrs.
Kent School Kent, Conn.	Bdg.	FREDERICK H. SILL, A.B. Head Master	1906 $550	12 167	5 yrs.
The King School Stamford, Conn.	Day	H. MASON BRENT, A.B., A.M. Head Master	1876 $150	7 81	11 yrs.
Kingswood School Hartford, Conn.	Co.D.	GEO. R. H. NICHOLSON, M.A. Head Master	1916 $500	7 70	8 yrs.
The Loomis Institute Windsor, Conn.	Bdg. Day	N. H. BATCHELDER, A.M. Head Master	1914 $600	11 148	4 yrs.
Massee Country School Stamford, Conn.	Bdg. Day	W. W. MASSEE, A.M., Ph.D. Head Master	1907 $900	10 90	12 yrs.
The Milford School Milford, Conn.	Bdg.	S. B. ROSENBAUM		40 96	2 yrs.
Pomfret School Pomfret, Conn.	Bdg.	Rev. WM. BEACH OLMSTED, L.H.D. Head Master	1894 $1150	11 130	6 yrs.
Ridgefield School Ridgefield, Conn.	Bdg.	ROLAND G. MULFORD, A.B., Ph.D. Head Master	1907 $1150	7 55	6 yrs.
Riggs School Lakeville, Conn.	Bdg.	F. B. RIGGS Head Master	1916 $300	5	4 yrs.
Roxbury School Cheshire, Conn.	Bdg.	WALTER L. FERRIS Director	1910	80	2 yrs.
Rumsey Hall Cornwall, Conn.	Bdg.	L. H. SCHUTTE, A.B., A.M. Head Master	1901 $1200	8 48	7 yrs.
St. Thomas Prep. Seminary Hartford, Conn.	Bdg.			11 114	6 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Salisbury School Salisbury, Conn.	Bdg.	Rev. Geo. E. Quaile, M.A.	1901 $1000	7 60	5 yrs.
The Sanford School Redding Ridge, Conn.	Bdg.	Daniel S. Sanford Head Master	 $900	8 30	6 yrs.
Suffield School Suffield, Conn.	Bdg.	Hobart G. Truesdell Principal	1833 $900	15 32	5 yrs.
The Taft School Watertown, Conn.	Bdg.	Horace D. Taft, M.A., L.H.D. Head Master	1890 $1300	20 235	5 yrs.
The University School Bridgeport, Conn.	Day Bdg.	Vincent C. Peck, A.B. Head Master	1892 $900	4 50	4 yrs.
Westminster School Simsbury, Conn.	Bdg.	W. L. Cushing, A.B., A.M.	1888	10 68	6 yrs.
Westport Home School Westport, Conn.	Bdg. Day	Edward D. Merriman, A.B., A.M. Principal	1911 $550	3 30	8 yrs.
Wheeler School North Stonington, Conn.	Bdg. Day	Flood Everett Reed Principal	1889 $600	6 50	5 yrs.
The Adirondack-Florida School Onchiota, N.Y.	Bdg.	L. H. Somers, A.B. Head Master	1903 $2200	6 30	5 yrs.
The Albany Academy Albany, N.Y.	Day	Islay F. McCormick, A.B. Head Master	1813 $1–200	16 248	12 yrs.
Allen-Stevenson Sch. for Boys 50 E. 57th St., N.Y. City	Day	Francis B. Allen, A.B. R. A. Stevenson, A.B.	1884	16 163	10 yrs.
The Barnard School W. 244th St., N.Y. City	Day	Wm. L. Hazen, A.B., LL.B. Theo. E. Lyon, B.S.	1886		8 yrs.
Berkeley-Irving School 309 W. 83d St., N.Y. City	Day	Louis D. Ray, A.B., A.M., Ph.D. Head Master	1880	19 180	11 yrs.
Berkshire Industrial Farm Sch. Canaan, N.Y.	Bdg.	Edmund B. Hilliard, A.B.	1886		
Bovee School 4 E. 49th St., N.Y. City	Day	Kate Bovee	1890		8 yrs.
The Brown School of Tutoring 241 W. 75th St., N.Y. City	Day	F. L. Brown, S.B. Principal	1910 $500–2000	16 41	4 yrs.
The Browning School W. 55th St., N.Y. City	Day	Arthur J. Jones, A.B., A.M. Principal	1889	16 100	8 yrs
The Buckley School for Boys 120 E. 74th St., N.Y. City	Day	B. Lord Buckley, A.B. Head Master	1913 $550	20 150	8 yrs.
The Carpenter School 310–312 W. End Ave., N.Y.C.	Day	H. M. Carpenter Head Master	1900		

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Cascadilla Schools Ithaca, N.Y.	Bdg.	A. M. DRUMMOND, M.A. Director	1870 $1200	10 95	4 yrs.
The Chelsea School 215 W. 23d St., N.Y. City	Day	FRANCIS P. LAMPHEAR Edu. Director	1896 $125	12	3 yrs.
Collegiate School 241 W. 77th St., N.Y. City	Day	ARTHUR F. WARREN Head Master	1638 $350	23 240	11 yrs.
Columbia Grammar School 93d St. & Cent. Pk. W., N.Y.C.	Day	FREDERIC A. ALDEN Head Master	1764	17 120	10 yrs.
The Cutler School 755 Madison Ave., N.Y. City	Day	HENRY L. HARRISON Head Master	1876 $600	11 100	12 yrs.
Dwight School 72 Park Ave., N.Y. City	Day	EMIL E. CAMERER, M.A., LL.B. Principal	1880 $275	10–15 160	
Franklin School 18 W. 89th St., N.Y. City	Day	Dr. OTTO KOENIG Principal	1872	18 200	11 yrs.
The Hackley School Tarrytown, N.Y.	Bdg.	WALTER B. GAGE, A.B. Head Master	1899 $1200	15 110	6 yrs.
Hamilton Institute for Boys 599 W. End Ave., N.Y. City	Day	N. A. SHAW, A.B., M.A. Principal	1892 $450	10 85	
The Harvey School Hawthorne, N.Y.	Bdg.	JOHN L. MINER, A.B. Principal	$1200	30	6 yrs.
Hoosac School Hoosac, N.Y.	Bdg.	Rev. EDWARD D. TIBBITS	1903 $800	42	6 yrs.
Horace Mann School W. 246th St., N.Y. City	Day	FRANKLIN W. JOHNSON, A.M. Principal	1887 $350	23 300	6 yrs.
The Irving School Tarrytown, N.Y.	Day Bdg.	JOHN M. FURMAN, A.B., A.M. Head Master	1837 $900	12 125	8 yrs.
Kelvin School 331 W. 70th St., N.Y. City	Day	G. A. L. DIONNE, A.M. Head Master	1904	30	
Kirmayer School 38 E. 60th St., N.Y. City		F. H. KIRMAYER, S.B.	1907 $600	7 50	10 yrs.
The Kohut School for Boys Harrison-on-Sound, N.Y.	Bdg. Co.D.	H. J. KUGEL, A.B.	1908 $900	9 50	8 yrs.
Kyle School Irvington-on-Hudson, N.Y.	Bdg.	Dr. PAUL KYLE	1890		
The Lake Placid School Mirror Lake, Lake Placid, N.Y.	Bdg.	JOHN M. HOPKINS, A.B.	1905 $1800	8 50	
La Salle Institute Troy, N.Y.	Bdg.	BROTHERS OF THE CHRISTIAN SCHOOLS	1853		

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Lawrence School Hewlett, L.I., N.Y.	Day Bdg	B. Lord Buckley, A.B. Ward L. Johnson, A.B.	1892 $1500	14 130	8 yrs.
Lawrence Smith School 850 Madison Ave., N.Y. City	Day	C. Lawrence Smith, A.B., A.M. Principal	1914 $500	7 49	8 yrs.
Loyola School Park Ave., N.Y. City	Day	Rev. James M. Kilroy Principal	$1900	11	8 yrs.
Mackenzie School Monroe, Orange Co., N.Y.	Bdg.	Rev.J.C.Mackenzie,A.B., Ph.D. Director	1901 $8–900	8 40	6 yrs.
Marquand School 55 Hanson Pl., Brooklyn, N.Y.	Day	Carle O. Warren, A.M. Head Master	1907 $225	14 154	8 yrs.
McBurney School 318 W. 57th St., N.Y. City	Day	N. W. Edson Head Master	$200	10 100	8 yrs.
Mohonk School Lake Mohonk, N.Y.	Bdg.	Jerome F. Kidder Head Master	1920 $1300	4 25	4 yrs.
New York Preparatory School 72 Park Ave., N.Y. City	Day	Emil E. Camerer, M.A., LL.B. Principal	1888 $200	15 590	
Brooklyn Branch N.Y.Prep.Sch. 44 Jefferson Ave., Brooklyn, N.Y.	Day	Emil E. Camerer, M.A., LL.B. Principal	1888 $150	15 320	
Nichols School Amherst and Colvin Sts., Buffalo, N.Y.	Co.D. Bdg.	Walter D. Head, A.M. Head Master	1892 $300	12 174	6 yrs.
Pawling School Pawling, N.Y.	Bdg.	F.L.Gamage,A.B.,D.C.L. Head Master	1907 $1200	11 122	5 yrs.
The Pinneo School 801 Madison Ave., N.Y. City	Day	Alfred W. Pinneo	1914	75	
Polytechnic Preparatory Sch. Dyker Heights, Brooklyn, N.Y.	Co.D.	J. D. Allen, A.B., A.M. Head Master	1917 $400	30 375	8 yrs.
Prospect Heights School 217 Lincoln Pl., Brooklyn, N.Y.	Day	Wm. K. Lane, A.B. Principal	1899	6 65	11 yrs.
The Raymond Riordon School Highland, Ulster Co., N.Y.	Bdg.	Raymond Riordon President	1914 $850	7 35	7 yrs.
Repton School Tarrytown, N.Y.	Bdg. Day	V. Willoughby Barrett Head Master	1920 $900	25	8 yrs.
Riverdale Country School Riverdale-on-Hudson, N.Y.	Bdg. Co.D.	Frank S. Hackett, A.B. Head Master	1907 $1300	26 170	9 yrs.
St. Ann's Academy 153 E. 76th St., N.Y. City	Bdg. Day	Brother Adolph Director	1892 $300	24 342	4 yrs.
St. Bernard's Prep. School 4 E. 98th St., N.Y. City	Day	Francis H. Tabor John C. Jenkins	1904		

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
St. Paul's School Garden City, N.Y.	Bdg. Day	WALTER R. MARSH, A.B. Head Master	 $1100	10 175	8 yrs.
Silver Bay School Lake George, N.Y.	Bdg.	C. C. MICHENER, A.M. President	1918 $750	7 50	6 yrs.
Speyer School Columbia Univ. Heights, N.Y.		Jos. K. VAN DENBURG, Ph.D. Principal		200	4 yrs.
The Stone School Cornwall-on-Hudson, N.Y.	Bdg.	ALVAN E. DUERR, A.B. Head Master	1867 $9-1000	10 100	9 yrs.
Trinity School 139 W. 91st St., N.Y. City	Day	Rev. LAWRENCE T. COLE, Ph.D., D.D.	1709 $300	20 305	12 yrs.
Woodland School for Boys Phœnicia, N.Y.	Bdg.	ERWIN SPINK, A.B. Head Master	1912 $800	4 18	4 yrs.
Blair Academy Blairstown, N.J.	Bdg.	JOHN C. SHARPE, A.M., D.D., LL.D. Head Master	1848 $840	20 290	6 yrs.
Carlton Academy Summit, N.J.	Bdg. Day	Rev. JAMES F. NEWCOMB Head Master	1907 $1100	10 80	6 yrs.
Carteret Academy Orange, N.J.	Day	C. A. MEAD, A.B.	1901	11 140	10 yrs.
Kingsley School Essex Fells, N.J.	Bdg. Day	J. R. CAMPBELL, M.A. Head Master	1900 $1100	10 80	8 yrs.
The Lawrenceville School Lawrenceville, N.J.	Bdg.	MATHER A. ABBOTT, M.A. Head Master	1810 $1250	40 400	5 yrs.
Montclair Academy Montclair, N.J.	Bdg. Day	J. G. MACVICAR, A.M. Head Master	1887 $950	19 265	8 yrs.
Morristown School Morristown, N.J.	Bdg. Day	ARTHUR P. BUTLER Head Master	1898 $1100	14 115	8 yrs.
Newark Academy Newark, N.J.	Day	W. FARRAND, L.H.D. Head Master	1792 $300	19 250	7 yrs.
Newman School Lakewood, N.J.	Bdg.	C. E. DELBOS, M.A. Head Master	1900 $1250	8 60	6 yrs.
Orange Tutoring School E. Orange, N.J.	Day Bdg.	CHANTER CORNISH, J.D. A.B., LL.B. Principal	1914	4 25	
The Peddie Institute Hightstown, N.J.	Bdg.	R. W. SWETLAND, A.M., LL.D. Head Master	1866 $900	26 400	4 yrs.
The Pennington School Pennington, N.J.	Bdg. Day	FRANK MACDANIEL, D.D. Head Master	 $800	10 170	4 yrs.
Pine Lodge Lakewood, N.J.		FRANK L. OLMSTED Principal	1904	10	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Pingry School Elizabeth, N.J.	Day	C. BERTRAM NEWTON, A.B. Head Master	1861 $300	12 100	
Princeton Preparatory School Princeton, N.J.	Bdg.	JOHN B. FINE, A.B. Head Master	1876 $700	60	
Princeton Tutoring School Princeton, N.J.	Bdg. Day	JOHN G. HUN, Ph.D.	1914	10 16	
The Princeton Summer School Princeton, N.J.	Bdg.	C. R. MOREY, A.M. Principal	1891	8 90	8 wks.
Rutgers Preparatory School New Brunswick, N.J.	Bdg. Day	WM. P. KELLY, A.M. Head Master	1766 $1000	9 120	3–6 yrs.
Stevens School Hoboken, N.J.	Day	B. F. CARTER, A.M. Head Master	1917 $150	11 203	4 yrs.
Summit Academy Summit, N.J.	Day	JAMES HEARD, A.M. Principal	1885 $200	4 60	10 yrs.
The Wardlaw School Plainfield, N.J.		CHARLES D. WARDLAW, A.B. Principal	1882	12 75	
Allentown Preparatory School Allentown, Pa.	Bdg. Day	IRVIN M. SHALTER, A.M. Head Master	1904 $400	9 130	6 yrs.
Arnold School Pittsburgh, Pa.	Day	CHARLES W. WILDER, A.M.	1908 $3–350	8 72	8 yrs.
Bellefonte Academy Bellefonte, Pa.	Bdg. Day	JAMES R. HUGHES, A.M. Head Master	1805 $650		
Bethlehem Preparatory School Bethlehem, Pa.	Bdg.	J. M. TUGGEY, M.A. Head Master	1878 $850	15 225	4 yrs.
Brown Prep. School Broad&CherrySts., Phila., Pa.	Day Eve.	ALONZO BROWN GEORGE J. BROWN	1877 $210	10 250	4 yrs.
Carson Long Institute New Bloomfield, Pa.	Bdg. Day	GEO. G. SCHNEIDER Head Master	1837	11 125	
Chestnut Hill Academy Chestnut Hill, Pa.	Bdg. Day	J. L. PATTERSON Head Master	1861 $1000	18 200	
The Episcopal Academy Philadelphia, Pa.	Day		1785 $300	14 260	11 yrs.
Franklin and Marshall Academy Lancaster, Pa.	Bdg. Day	E. M. HARTMAN, A.B., A.M.	1787 $550	15 150	4 yrs.
Germantown Academy Germantown, Pa.	Day	SAMUEL E. OSBOURN, A.B., B.S., M.A.	1760 $300	24 265	12 yrs.
Gettysburg Academy Gettysburg, Pa.	Bdg. Day	REV. CHARLES H. HUBER, A.M., Litt.D. Head Master	1827 $400	73	4 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Harrisburg Academy Harrisburg, Pa.	Bdg. Co.D	ARTHUR E. BROWN, A.B., Pd.D. Head Master	1784 $850	15 225	6 yrs.
The Haverford School Haverford, Pa.	Bdg. Co.D	EDWIN M. WILSON, A.B., A.M. Head Master	1884 $850	20 300	10 yrs.
The Hill School Pottstown, Pa.	Bdg.	DWIGHT R. MEIGS Head Master	1851 $1400	49 395	6 yrs.
Keystone Academy Factoryville, Pa.	Bdg.	CURTIS P. COE, A.B. Principal	1868 $500	11 83	4 yrs.
Kiskiminetas Springs School Saltsburg, Pa.	Bdg. Day	A. W. WILSON, Jr.	1890 $850	14 200	
Maher Preparatory School 115 S. 34th St., Phila., Pa.	Day	J. F. MAHER, LL.B., M.S.	1903 $2–5 per hr.	59	
The Mercersburg Academy Mercersburg, Pa.	Bdg.	WM. MANN IRVINE, LL.D. Head Master	1836 $800	41 444	
Montgomery School Wynnewood, Pa.	Day	REV. GIBSON BELL, A.B. Head Master	1915 $450	14 120	
St. Luke's School Wayne, Pa.	Bdg.	CHARLES H. STROUT, A.M. Head Master	1863 $1000	14 110	6 yrs.
Shady Side Academy Ellsworth Ave., Pittsburgh, Pa.	Day	HAROLD A. NOMER Head Master	1883 $300	14 210	12 yrs.
Swarthmore Prep. School Swarthmore, Pa.	Bdg. Day	WILLARD P. TOMLINSON, M.A. Head Master	1892 $1000	11 140	12 yrs.
The University School Pittsburgh, Pa.	Bdg.	J. B. HENCH, A.M. Principal	1911 $900	8 75	
Wilkes-Barre Academy Wilkes-Barre, Pa.		L. P. DAMON Principal	1878 $175	8 90	5 yrs.
The William Penn Charter Sch. Philadelphia, Pa.	Day	RICHARD M. GUMMERE, A.M., Ph.D. Head Master	1689 $300	30 515	10 yrs.
Yeates Episcopal School Lancaster, Pa.	Bdg.	REV. J. H. SCHWACKE, A.B. Head Master	1857	6 50	6 yrs.
The Army and Navy Prep. Sch. 4101 Conn. Ave., Wash., D.C.	Bdg.	E. SWAVELY, E.E., M.S.	1901 $800	11 66	4 yrs.
Emerson Institute 1740 P St., N.W., Wash., D.C.	Day	WINSLOW H. RANDOLPH	1852	120	
St. Albans Washington, D.C.	Bdg. Co.D.	WM. H. CHURCH, A.B. Head Master	1909 $900	16 150	10 yrs.
Donaldson School Ilchester, Md.	Bdg.	REV. H. S. HASTINGS, B.A. Head Master	1906 $600	5 40	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
The Gilman Country School Roland Park, Md.	Co.D. Bdg.	L. WARDLAW MILES, B.A., Ph.D. Head Master	1897 $425–1250	23 291	9 yrs.
Georgetown Prep. School Garrett Park, Md.	Bdg. Day	REV. JOHN A. MORNING	1789 $1000	40	
McDonough School McDonough, Md.	Bdg.	MORGAN H. BOWMAN, JR. Principal	1886	10 115	4 yrs.
Mount St. Joseph's College Fred'k Ave., Baltimore, Md.	Bdg. Day	XAVERIAN BROTHERS	1876		
Mt. Vernon College 210 W. Madison St., Balt. Md.	Day	DR. W. REDE, A.M., D.D.	1884 $160	14 78	6 yrs.
St. James School St. James P.O., Wash. Co., Md.	Bdg.	A. H. ONDERDONK, A.B. Head Master	1842 $750	6 70	6 yrs.
Severn School Boone, Md.	Bdg.	ROLLAND M. TEEL, Ph.D. Principal		50	
The Tome School Port Deposit, Md.	Bdg.	MURRAY PEABODY BRUSH, A.B., Ph.D. Director	1889 $1000	25 230	7 yrs.
The University School for Boys 1901 N. Charles St., Balt., Md.	Bdg. Day	W. S. MARSTON Head Master	1880	125	
Chatham Training School Chatham, Va.		AUBREY H. CAMDEN President	 $225	 112	
The Episcopal High School Alexandria, Va.	Bdg.	A. R. HOXTON, B.A. Principal	1839 $650	13 170	6 yrs.
McGuire's University School Richmond, Va.	Day	JOHN P. MCGUIRE Principal	1865	12 230	8 yrs.
St. Christopher's School Richmond, Va.	Co.D.	C. G. CHAMBERLAYNE, A.B., Ph.D. Head Master	1911 $300	7 128	12 yrs.
Stuyvesant School Warrenton, Va.	Bdg.	EDWIN B. KING, A.M. Head Master	1912 $1000	7 75	6 yrs.
Va. Episcopal Institute Lynchburg, Va.	Bdg.	Rev. R. C. JETT, D.D. Principal			
Woodberry Forest School Woodberry Forest, Va.	Bdg.	J. CARTER WALKER, A.M. Head Master	1889 $750	11 130	6 yrs.
Old Dominion Academy Berkeley Springs, W. Va.		E. E. NEFF, Ph.D. Principal	 $260		
The Asheville School Asheville, N.C.	Bdg.	N. M. ANDERSON, B.S. Head Master	1900 $1100	17 143	6 yrs.
Blue Ridge School for Boys Hendersonville, N.C.	Bdg.	J. R. SANDIFER, A.B. Head Master	1914 $550	6 60	8 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Oak Ridge Institute Oak Ridge, N.C.		EARL HOLT T.E.WHITAKER,HeadMaster	1852 $300	9 200	4 yrs.
Trinity Park School Durham, N.C.	Bdg.	F. S. ALDRIDGE	1898	200	
Hastoc School Spartanburg, S.C.	Bdg. Day	HUGH T. SHOCKLEY, A.B., A.M. Head Master	1907 $470	9 107	4 yrs.
Wofford College Fitting School Spartanburg, S.C.	Bdg.	W. C. HERBERT Head Master	1887 $103	200	
Academy of Richmond County Augusta, Ga.	Bdg. Day	Major GEO. P. BUTLER Principal	1783 $235		
Darlington School Rome, Ga.		GEORGE I. BRIGGS, A.B. Principal	1905		8 yrs.
Peacock School Atlanta, Ga.	Day	W. H. EVANS W. T. TURK	1898 $200	6 120	8 yrs.
Louisville Training School Beechmont, Ky.		W. H. PRITCHETT, A.M. Head Master	1889	50	9 yrs.
St. Mary's College St. Mary, Ky.	Bdg. Day	Rev. MICHAEL JAGLOWICZ President	1821	120	
Vanderbilt Training School Elkton, Ky.	Bdg.	W. P. MATHENEY, A.B. W. O. BATTS, A.B.	1892 $110	4 92	5 yrs.
The Baylor School Chattanooga, Tenn.	Bdg. Day	J. R. BAYLOR, A.B. Principal	 $500		
The Massey School Pulaski, Tenn.	Bdg.	FELIX M. MASSEY Head Master	1903		4 yrs.
The McCallie School Chattanooga, Tenn.	Bdg. Day	S. J. MCCALLIE, M.A. J. P. MCCALLIE, Ph.D.	1905 $650	19 275	6 yrs.
McTyeire School McKenzie, Tenn.	Bdg. Day	JAS. A. ROBINS, B.A. Principal	1867 $350	3	4 yrs.
Montgomery Bell Academy Nashville, Tenn.	Bdg. Co.D.	ISAAC BALL, A.M. Head Master	1867	90	6 yrs.
Peoples-Tucker School Springfield, Tenn.	Bdg.	J. A. PEOPLES, LL.B.	1908	4 75	4 yrs.
The University School Memphis, Tenn.	Bdg. Day	E. S. WERTS Principal	1893 $150	7 125	8 yrs.
The University School WestEndAve.,Nashville,Tenn	Day	C. B. WALLACE Principal	1886	100	
The Webb School Bell Buckle, Tenn.	Bdg.	W. R., W. R. WEBB, Jr.	1870	275	4 yrs
Rugby Academy New Orleans, La.	Bdg. Day	W. EDWARD WALLS, M.A. Principal	1894	6 120	10 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Chamberlain-Hunt Academy Port Gibson, Miss.	Bdg.	C. T. THOMSON President	1879 $220	6 110	4 yrs
Austin Academy Austin, Tex.	Day	WILLIAM S. RIX Principal	1895	50	
The Terrill School Dallas, Tex.	Bdg. Day	M. B. BOGARTE, A.M.	1906 $850	14 25c	
Columbus Academy Columbus, O.	Co.D.	F.P.R. VAN SYCKEL, A.B. Head Master	1911 $315	8 140	8 yrs.
Doane Academy Granville, O.		H. R. HUNDLEY, A.B., A.M. Principal	$90	10 150	4 yrs
Franklin School 2833 May St., Cinn., O.	Day	G. S. SYKES, A.B.	1880	100	12 yrs
St. Mary College Dayton, O.	Bdg.	Rev. JOS. A. TETZLAFF, D.D.	1850 $350	41 650	8 yrs.
University School Hough & 71st St., Cleve., O.	Bdg. Day	HARRY A. PETERS, A.B. Principal	1890 $1100	30 320	12 yrs.
Brooks School Indianapolis, Ind.	Bdg. Day	WENDELL S. BROOKS, A.B. Principal	1914 $450	6 56	
Howe School Howe, Ind.	Bdg.		1884 $700	20 210	6 yrs.
The University of Notre Dame Notre Dame, Ind.	Bdg.	Rev. JOHN CAVANAUGH	1842 $450	1300	
Detroit University School 112 Parkview, Detroit, Mich.	Day	D.H.FLETCHER, A.B., A.M. WM. H. FRIES, A.B.	1899 $350	10 92	12 yrs.
Central Prep. School So. La Salle St., Chicago, Ill.	Day Bdg.	HARVEY C. DAINES, A.B. Director	1896		
Chicago Latin School 18 E. Division St., Chicago, Ill.	Day	R. P. BATES Head Master	1894		
Dakota School for Boys Dakota, Ill.	Bdg.	R. W. WYLER Superintendent	1913 $600	6 60	6 yrs.
Elmhurst Acad. & Junior Coll. Elmhurst, Ill.	Bdg.	J. J. SCHICK President	1871		6 yrs.
The Harvard School for Boys Drexel Boulevard, Chicago, Ill.	Day	JOHN J. SCHOBINGER Principal	1867 $350	150	12 yrs.
Lake Forest Academy Lake Forest, Ill.	Bdg.	JOHN WAYNE RICHARDS Head Master	1857 $950	13 130	4 yrs.
Snyder Outdoor School 814 Steger Bldg., Chicago, Ill.	Bdg.	CLARENCE E. SNYDER, A.B. Principal	1913 $1000	7 50	12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
St. Alban's School Sycamore, Ill.	Bdg.	Rev. L. B. HASTINGS Rector	1889 $550	10 85	6 yrs.
Todd Seminary for Boys Woodstock, Ill.	Bdg.	NOBLE HILL, Ph.B. Principal	1848 $700	10 75	10 yrs.
Milwaukee Country Day Sch. Milwaukee, Wis.	Co.D.	A. GLEDDEN SANTER Head Master	1917 $350	12 130	13 yrs.
The Blake School Minneapolis, Minn.	Co.D.	RAYMOND B. JOHNSON Head Master	1907 $350	20 170	12 yrs.
Pillsbury Academy Owatonna, Minn.	Bdg.	MILO B. PRICE, Ph.D. Principal	1877 $500	14 120	4 yrs.
St. James School Faribault, Minn.	Bdg.	F. E. JENKINS Head Master	1901 $550	7 60	
St. Paul Academy St. Paul, Minn.	Co.D.	JOHN DE Q. BRIGGS, A.B. Head Master	1900 $400	9 100	7 yrs.
St. Paul Acad. Junior School St. Paul, Minn.	Day	GRACE BACKUS Principal	1916 $150	3 45	3 yrs.
The Country Day School Kansas City, Mo.	Co.D.	C. MITCHELL FROELICHER Head Master	1910 $400	11 86	8 yrs.
Jackson Academy St. Louis, Mo.	Day Bdg.	EDWARD F. JACKSON, A.M., E.M. Principal	1917 $300	10 120	12 yrs.
St. Louis Country Day School St. Louis, Mo.	Day	ROLLIN M. GALLAGHER Head Master	1917 $400	7 74	
Creighton University Omaha, Neb.	Bdg. Day	Rev. J. F. MCCORMICK, S.J. President	1910	400	4 yrs.
Rocky Mt. Fla. Camp Sch. Cody, Wyo.	Bdg.	BRONSON C. RUMSEY	1919	1 2	
St. Stephen's School Col. Springs, Col.	Bdg. Day	RALPH E. BOOTHBY, A.B. Head Master	1910 $1200	6 30	5 yrs.
Weber Academy Ogden, Utah	Day	OWEN F. BEAL, A.B., A.M. Principal	1889		
Los Alamos Ranch Buckman, New Mexico	Bdg.	A. J. CONNELL Director	1917 $1800	5 18	4 yrs.
Evans School Mesa, Arizona	Bdg.	H. DAVID EVANS Head Master	1902 $1350	7 25	
Lakeside Day School Seattle, Wash.	Day Bdg.	FRANK G. MORAN Head Master	1920 $4–1200		8 yrs.
Moran School Rolling Bay, Wash.	Bdg.	FRANK G. MORAN Head Master	1914 $1400	15 60	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
St. Martin's College Lacey, Wash.	Bdg.			23 114	4 yrs.
Columbia University Portland, Ore.	Bdg.			16 106	4 yrs.
Mt. Angel Coll. and Sem. St. Benedict, Ore.	Bdg.	BENEDICTINE FATHERS	1887		
Belmont School Belmont, Cal.	Bdg.	Rev. M. MURRAY, A.M., D.C.L. Head Master	1885 $1500	12 72	8 yrs.
Claremont School for Boys Claremont, Cal.	Bdg.	W. E. GARRISON, A.B., Ph.D. Head Master	1913 $1000	5 30	6 yrs.
The Deane School Santa Barbara, Cal.	Bdg.	HARRISON TOWNSEND, Jr. HEWITT REYNOLDS, A.M.	1911 $1250	8 70	7 yrs.
The Hicks School Santa Barbara, Cal.	Day	R. M. HEGGIE, A.M. Principal	1903 $300	5 50	10 yrs.
Loyola College Los Angeles, Cal.	Day			9 200	4 yrs.
Montezuma Mountain School Los Gatos, Cal.	Bdg.	E. A. ROGERS, A.B. Principal	1911 $1000	9 80	12 yrs.
Piedmont Academy Piedmont, Cal.	Bdg. Day	NORMAN H. NESBITT, M.A. Principal	1919 $1200	8	7 yrs.
The Potter School 1827 Pacific Ave., San Fran., Cal.	Day	GEORGE S. POTTER, A.B. Head Master	1912 $300	11 130	12 yrs.
Santa Barbara School Carpinteria, Cal.	Bdg.	CURTIS W. CATE, A.M. Head Master	1910 $1000	40	6 yrs.
Thacher School for Boys Ojai, Cal.		SHERMAN D. THACHER WM. L. THACHER	1889 $1600	10 60	
Twin Oaks Ranch School San Marcos, Cal.	Bdg.	Mr. and Mrs. L. A. JORDAN	1905		
The University School California St., San Fran., Cal.	Bdg. Day	WALTER C. NOLAN, B.S. Head Master	1867 $260	6 45	
Williams International School Los Angeles, Cal.	Day Bdg.	C. J. WILLIAMS Principal	 $800		

Name Address	Head (with degrees and military qualifications) Title	Est. Tui.	Fac. Enr.	Length of Course
Norwich University Northfield, Vt.	Dean H. C. ROBERTS. D.C.L. Acting President	1819 $250	21 271	4 yrs
Allen-Chalmers School West Newton, Mass.	Rev. THOMAS CHALMERS, A.B., D.D. Director	1853 $1000	16 120	8 yrs.
Clason Point Military Academy Westchester, N.Y.	Brother ARATOR Principal	1883 $400	250	4 yrs
De Veaux School Niagara Falls, N.Y.	Rev. W. S. BARROWS, M.A. Head Master	1857 $750	8 78	5 yrs.
The Manlius Schools Manlius, N.Y.	Gen. WM. VERBECK President	1869 $900	28 270	6 yrs
Mohegan Lake School Mohegan Lake, N.Y.	A. E. LINDER, A.M. Principal	1880 $800	8	4 yrs
Mt. Pleasant Academy Ossining, N.Y.	C. F. BRUSIE, A.B., A.M. Principal	1814 $800	10	5 yrs.
New York Military Academy Cornwall-on-Hudson, N.Y.	Col. S. C. JONES, C.E. Superintendent	1889 $750	28 380	4 yrs.
The Peekskill Military Academy Peekskill, N.Y.	J. C. BUCHER, A.M. C. A. ROBINSON, Ph.D.	1833 $900	17 250	4 yrs.
Stamford Military Academy Ossining, N.Y.	WALTER D. GERKEN Head Master	1917 $850	12 112	12 yrs.
St. John's Military School Ossining-on-Hudson, N.Y.	W. A. RANNEY, A.M., Ph.D. Principal	1843 $800	13	12 yrs.
West Chester Military Academy Box C, Peekskill-on-Hudson	JAMES NELSON MCLURE Head Master			
Bordentown Military Institute Bordentown, N.J.	Col. T. D. LANDON Principal	1885 $950	21 160	4 yrs.
Freehold Military Academy Freehold, N.J.	Major C. M. DUNCAN Principal	1901 $850	9 92	9 yrs.
Newton Academy Newton, N.J.	P. S. WILSON, A.M. Principal	1852 $650	6 50	6 yrs.
Roosevelt Military Academy West Englewood, N.J.	JOHN CARRINGTON, Magd.Coll., Oxon. Head Master	1919 $700	5 48	9 yrs.
Wenonah Military Academy Wenonah, N.J.	Dr. C. H. LORENCE President	1904 $600	11	

Name Address	Head (with degrees and military qualifications) Title	Est. Tui.	Fac. Enr.	Length of Course
Nazareth Hall Military Academy Nazareth, Pa.	Rev. A. D. THAELER, D.D. Principal	1743 $600	10 88	8 yrs
Pennsylvania Military College Chester, Pa.	Col. C. E. HYATT President	1821 $1200		4 yrs.
Charlotte Hall School [Md. Charlotte Hall, St. Mary's Co.	B. F. CROWSON, B.S. Principal	1707 $180	5 100	4 yrs
Augusta Military Academy Fort Defiance, Va.	T. J. & C. S. ROLLER, Jr. Principals	1874 $600	13 275	4 yrs.
Blackstone Military Academy Blackstone, Va.	E. S. LIGON, A.M. President	1912 $525	12 150	4 yrs.
Danville Military Institute Danville, Va.	Col. R. A. BURTON Superintendent	1890 $560	9 124	8 yrs.
Fishburne Military Academy Waynesboro, Va.	Major M. H. HUDGINS Principal	1881 $360	6	
Fork Union Military Academy Fork Union, Va.	Col. N. J. PERKINS, A.B. President	1897 $300	10 150	
Massanutten Academy Woodstock, Va.	HOWARD J. BENCHOFF, A.B., A.M. Principal	1899 $450	11 100	8 yrs.
Randolph-Macon Academy Front Royal, Va.	C. L. MELTON, A.M. Principal	1892 $400	13 190	4 yrs.
The Shenandoah Valley Acad. Winchester, Va.	B. M. ROSZEL, A.B., Ph.D. Principal	1895 $500	9 98	5 yrs.
Staunton Military Academy Staunton, Va.	Col. W. G. KABLE, Ph.D. Principal	1867 $360	18 385	5 yrs.
Virginia Military Institute Lexington, Va.	Gen. E. W. NICHOLS Superintendent	1839 $555	35 669	4 yrs.
Greenbrier Presbyterial Military School Lewisburg, W.Va.	Col. H. B. MOORE, A.B.	1902		
Linsly Institute Wheeling, W.Va.		1876		
The Bingham School Asheville, N.C.	Col. R. BINGHAM Superintendent	1793 $360	7 154	4 yrs.
Carolina Mil. and Nav. Acad. Hendersonville, N.C.	Col. J. C. WOODWARD President	1919 $590	7 43	4 yrs.
Collegiate Institute Mt. Pleasant, N.C.	G. F. MCALLISTER A.B., M.A. Principal	1854 $225	8 87	
Bailey Military Institute Greenwood, S.C.	Col. F. N. K. BAILEY	1890	400	

Name Address	Head (with degrees and military qualifications) Title	Est. Tui.	Fac. Enr	Length of Course
The Citadel Charleston, S.C.	Col. O. J. Bond Superintendent	1842 $270	18 326	4 yrs.
Porter Military Academy Charleston, S.C.	Rev. Walter Mitchell, D.D. Rector	1867 $550	16 280	4 yrs
Georgia Military College Milledgeville, Ga.	J. H. Marshburn, A.M. President	1879 $340	540	
Gordon Institute Barnesville, Ga.	E. T. Holmes President	1852 $261	230	
Riverside Military Academy Box C, Gainesville, Ga.	Sandy Beaver President	1908 $370	10 167	
Florida Military Academy Magnolia Springs, Fla.	Geo. W. Hulvey Superintendent	1908 $600	7 120	6 yrs.
Marion Institute Marion, Ala.	Col. H. O. Murfee President	1887 $500	17 356	6 yrs.
The University Military School Mobile, Ala.	J. T. Wright Principal	1893 $200	10 250	6 yrs
Bethel College Russellville, Ky.	Geo. F. Dasher President	1849 $300	16 178	6 yrs
Kentucky Military Institute Lyndon, Ky.	E. L. Gruber Superintendent	1845 $800	15 205	6 yrs.
Branham and Hughes Mil. Acad. Spring Hills, Tenn.	W. C. Branham, M.A. President	1892 $450	10 171	5 yrs
Castle Heights Military Acad. Lebanon, Tenn.	Col. L. L. Rice, Ph.D. President	1902 $600	21 410	8 yrs.
The Columbia Military Acad. Columbia, Tenn.	Col. E. B. Fishburne Superintendent	1905 $575	18 100	4 yrs
Fitzgerald and Clarke School Tullahoma, Tenn.	W. S. Fitzgerald Principal	1904 $400	5 120	
Sewanee Military Academy Sewanee, Tenn.	Col. D. G. Cravens Superintendent	1868 $510	6 86	12 yrs.
Tennessee Military Institute Sweetwater, Tenn.	C. A. Endsley Superintendent	1902 $535	12 235	4 yrs.
Gulf Coast Military Academy Gulfport, Miss.	Col. J. C. Hardy Col. R. B. McGehee	1912	300	
Jefferson Military College Washington, Miss.	Col. C. G. Prospere Superintendent	1802	8 75	4 yrs
Allen Academy Bryan, Texas	J. H. Allen R. O. Allen	1890		

Name Address	Head (with degrees and military qualifications) Title	Est. Tui.	Fac. Enr.	Length of Course
The Peacock Military College San Antonio, Texas	WESLEY PEACOCK	1894	100	
San Antonio Academy San Antonio, Texas	W. W. BONDURANT, M.A. Principal	1886 $500	5 80	5 yrs.
Texas Military College Terrell, Texas	Col. L. C. PERRY, Ph.D. President	1915 $550	8 183	6 yrs.
West Texas Military Academy San Antonio, Texas	J. F. HOWARD, A.B. Principal			
Miami Military Institute Germantown, Ohio	Col. O. G. BROWN	1896		
Ohio Military Institute College Hill, Cinn., Ohio	Col. A. M. HENSHAW	1890		
Culver Military Academy Culver, Ind.	Col. L. GIGNILLIAT Superintendent	1894 $1000	50 600	5 yrs.
Morgan Park Military Academy Morgan Park, Chicago, Ill.	Col. H. D. ABELLS Principal	1892 $750	18 675	4 yrs.
Onarga Military Academy Onarga, Ill.	H. M. KARR President	1863		
Western Military Academy Alton, Ill.	Col. G. D. EATON Maj. R. L. JACKSON	1879 $700	18 300	5 yrs.
Northwestern Mil. and Naval Acad. Lake Geneva, Wis.	Col. R. P. DAVIDSON Superintendent	1888 $1200	18 167	4 yrs.
St. John's Military Academy Delafield, Wis.	Rev. S. T. SMYTHE	1884 $820	26 510	4 yrs.
College of St. Thomas St. Paul, Minn.	Rev. H. MOYNIHAN, A.M., D.D. President	1885 $200	40 700	4 yrs.
Shattuck School Faribault, Minn.	C. W. NEWHALL Head Master	1869 $950	24 230	4 yrs.
Dubuque College Dubuque, Iowa	JOHN C. STUART President	1873		4 yrs.
Kemper Military School Boonville, Mo.	Col. T. A. JOHNSTON Superintendent	1844 $700	34 450	4 yrs.
Missouri Military Academy Mexico, Mo.	Col. E. Y. BURTON, B.A. President	1889 $600	10 252	8 yrs.
Wentworth Military Academy Lexington, Mo.	Col. SANDFORD SELLERS	1880 $700	35 325	4 yrs.
Kelly Military Academy Burlington, Kan.	Col. CLYDE R. TERRY President	 $550	8	

Name Address	Head (with degrees and military qualifications) Title	Est. Tui.	Fac. Enr.	Length of Course
St. John's Military School Salina, Kan.	Rev. M. B. STEWART			
New Mexico Military Institute Roswell, N.M.	Col. J. W. WILSON Superintendent	1898 $600	17 463	6 yrs.
Hill Military Academy Portland, Ore.	Dr. J. W. HILL	1901	6 60	
California Military Academy Los Angeles, Cal.	N. W. BRICK, M.A. Principal	1905 $550	157	12 yrs.
The Harvard School Los Angeles, Cal.	Rev. ROBERT B. GOODEN, A.M. Head Master	1900 $650	15 170	7 yrs.
Hitchcock Military Academy San Rafael, Cal.	REX D. SHERER President	1878		
Los Angeles Military Academy Los Angeles, Cal.	WALTER J. BAILEY, A.M. Principal	1895		
Mt. Tamalpais Military Academy San Rafael, Cal.	Maj. N. F. VANDERBILT President	1890 $700	12 127	4 yrs.
Page Military Academy Los Angeles, Cal.	R. A. GIBBS Head Master	1908 $700	17 230	8 yrs.
Palo Alto Military Academy Palo Alto, Cal.	Col. R. P. KELLY, Ph.B. Commandant	1892 $700	7	
Pasadena Military Academy Pasadena, Cal.	C. M. WOOD Superintendent	1917 $1000	16 63	10 yrs.
San Diego Army & Navy Acad. Pacific Beach, Cal.	Capt. T. A. DAVIS, A.B. Superintendent	1910 $700	11 100	
Seale Academy Palo Alto, Cal.	GRENVILLE C. EMERY Head Master	1920		
Urban Mil. Day and Bdg. Sch. Los Angeles, Cal.	C. COMPTON BURNETT President	1905		
Westlake Military Academy Santa Monica, Cal.	Col. WM. STROVER Superintendent	1915 $500	63	12 yrs.
William Warren School Menlo Park, Cal.	W. H. WARREN, 2d Head Master	$400	16 78	12 yrs

GIRLS' SCHOOLS

Me.—Mass.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Nasson Institute Springvale, Me.	Day	EDITH B. HUNT, B.S. Dean	1912 $90	8 90	2 yrs.
St. Joseph's Academy Portland, Me.	Bdg.	SISTERS OF MERCY	1881 $230	100	12 yrs.
The Waynflete School Portland, Me.	Day	Miss C. M. CRISFIELD Miss LOWELL Principals		3 20	4 yrs.
Mount St. Mary Seminary Hookset, N.H.	Bdg.	SISTERS OF MERCY	1860 $350	12 150	8 yrs.
Robinson Seminary Exeter, N.H.	Day	HARLAN M. BISBEE, A.B., A.M. Principal	1867 $55	15 270	6 yrs.
St. Mary's School Concord, N.H.	Bdg. Day	MARY E. LADD, B.L. Principal	1886 $750	8 63	6 yrs.
Bishop Hopkins Hall Burlington, Vt.	Bdg. Day	ELLEN S. OGDEN, Ph.D. Principal	1888 $700	10 33	5 yrs.
Abbot Academy Andover, Mass.	Bdg. Day	BERTHA BAILEY, S.B. Principal	1829 $1100	25 170	5 yrs.
Academy of Notre Dame Riverway, Boston, Mass.	Day	SISTER BERNADINE MARIE Superior	1853 $100		12 yrs.
The Madame Achard School 33 Alton Pl., Br'kline, Mass.	Bdg. Day	CLARA C. ACHARD Principal	1917 $1000	13 40	12 yrs.
The Misses Allen School West Newton, Mass.	Bdg. Day	LUCY ELLIS ALLEN, A.B. Principal	1904 $900	7 43	4–5 yrs.
The Bancroft School Worcester, Mass.	Bdg. Day	MIRIAM TITCOMB, B.L. Principal	1900 $950	17 217	12 yrs.
Bradford Academy Bradford, Mass.	Bdg.	MARION COATS, A.B., A.M. Principal	1803 $1200	26 150	6 yrs.
The Brimmer School Brimmer St., Boston, Mass.	Day	MABEL H. CUMMINGS, A.B. Principal	1887 $450	25 212	12 yrs.
The Mary A. Burnham School Northampton, Mass.	Bdg. Day	HELEN E. THOMPSON, A.B. Head Mistress	1877 $950	20 60	4 yrs.
Cambridge-Haskell Cambridge, Mass.	Bdg. Day	MARY E. HASKELL, A.B. Head Mistress	1886 $1400	25 160	15 yrs.
Miss Capen's School Northampton, Mass.	Bdg. Day	BESSIE F. GILL LOUISE CAPEN Principals	1877 $1200	28 188	4 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
The Chamberlayne School for Girls Fenway, Boston, Mass.	Bdg. Day	BERTHA K. FILKINS GRACE L. EDGETT, A.B.	1892 $1400	8 35	4 yrs.
Choate School 1600 Beacon, B'kl'ne, Mass.	Bdg. Day	AUGUSTA CHOATE, A.M., HELEN A. SMITH Prins.	1882 $1400	17 124	6 yrs.
Crestalban Berkshire, Mass.	Bdg.	MARGERY WHITING Principal	1917 $800	3 8	8 yrs.
The Curtis-Peabody School 507 Beacon St., Boston, Mass.	Day	ELIZABETH CURTIS LUCY G. PEABODY	$300	30	12 yrs.
Dana Hall Wellesley, Mass.	Bdg. Day	HELEN TEMPLE COOKE Principal	1881 $1400	50 425	9 yrs.
Erskine School 129 Beacon St., Boston	Bdg. Day	EUPHEMIA MCCLINTOCK, M.A. Director	1920 $1600		
Miss Hall's School Pittsfield, Mass.	Bdg. Day	MIRA H. HALL Principal	1898 $1400	54	4 yrs.
Hathaway House—Milton **Academy** Milton, Mass.	Bdg. Day	Miss SARAH S. GOODWIN, L.B.	1901 $1350	14 93	6 yrs.
House in the Pines Norton, Mass.	Bdg.	GERTRUDE E. CORNISH Principal	1911 $1400	16 50	10 yrs.
Howard Seminary W. Bridgewater, Mass.	Bdg.	C. P. KENDALL, A.M. Principal	1867 $8–1000	10 60	6 yrs.
The Junior Academy Bradford, Mass.	Bdg.	NINA HART Principal	1920 $1000	4 12	2 yrs.
Lasell Seminary Auburndale, Mass.	Bdg.	G. M. WINSLOW, Ph.D. C. F. TOWNE, A.M.	1851 $1100	40 220	6 yrs.
Miss Lee's School 107 Marlboro St., Boston, Mass.	Day	FRANCES LEE, A.B. Principal	1912 $300	4 43	13 yrs.
The MacDuffie School Springfield, Mass.	Bdg. Day	JOHN MACDUFFIE, Ph.D. Mrs. MACDUFFIE, A.B.	1890 $1200	17 87	10 yrs.
Marycliff Academy Arlington Heights, Mass.	Bdg.	SISTERS OF CHRISTIAN EDUCATION	1913		
The May School 339 Marlboro St., Boston, Mass.	Day	JESSIE DEGEN Principal	$450	26	8 yrs.
Miss McClintock's School 4 Arlington St., Boston, Mass.	Bdg. Day	MARY L. MCCLINTOCK, A.B., Ph.M. Principal	1905 $1400	25 75	6 yrs.
Mount Ida School Newton, Mass.	Bdg. Day	GEORGE F. JEWETT, A.B., A.M. Principal	1898 $1200	30 100	4 yrs.
Mt. St. Joseph Academy Brighton, Mass.	Bdg. Day	SISTERS OF ST. JOSEPH	$275	412	12 yrs.

Name Address	Type	Head (with degrees) Title	Est Tui.	Fac. Enr.	L. of Course
Northfield Seminary East Northfield, Mass.	Bdg.	CHARLES E. DICKERSON, M.S. Principal	1879 $230	50 538	4 yrs.
Rogers Hall Lowell, Mass.	Bdg. Day	OLIVE S. PARSONS, A.B. Principal	1892 $1200	20 80	6 yrs.
The Sea Pines Home School Brewster, Mass.	Bdg.	FAITH BICKFORD Principal	1907 $800	20	4 yrs.
Walnut Hill School Natick, Mass.	Bdg. Day	CHARLOTTE H. CONANT FLORENCE BIGELOW	1893 $1400	18 110	4 yrs
Waltham School for Girls Waltham, Mass.	Bdg. Day	MARTHA MASON, A.B. Principal	1860 $650	14 74	12 yrs.
Whiting Hall South Sudbury, Mass.	Bdg.	ELBRIDGE C. WHITING	1913 $800	8 20	9 yrs.
Whittier School Merrimac, Mass.	Bdg. Day	Mr. & Mrs. WM. RUSSELL Principals	1893 $600	11 18	12 yrs.
The Winsor School Pilgrim Rd., Boston, Mass.	Day	MARY P. WINSOR	1886 $350	40 257	8 yrs.
Woodland Park Hall Auburndale, Mass.	Bdg. Day	G. M. WINSLOW, Ph.D. C. F. TOWNE, A.M. Prins.	1918 $900	13 87	5 yrs.
Lincoln School Providence, R.I.	Bdg. Day	MIRIAM SEWALL CONVERSE, A.B. Principal	1884 $1100		12 yrs.
The Mary C. Wheeler Town and Country Sch. Prov., R.I.	Bdg. Day	MARY H. DEY, B.A., M.A. Principal	1889 $1400	29	12 yrs.
Mrs. Day's School New Haven, Conn.	Day	Mrs. CLIVE DAY, A.M. Principal	1908 $325	10 83	12 yrs.
The Ely School for Girls Greenwich, Conn.	Bdg.	A. H. ELY, A.B.; M.B.ELY; E. L. ELY; S. E. PARSONS	$1500	15 50	12 yrs.
The Ethel Walker School Simsbury, Conn.	Bdg.	ETHEL M. WALKER, A.M.	1911 $1400	15 100	6 yrs.
The Gateway New Haven, Conn.	Bdg. Day	ALICE E. REYNOLDS Principal	1912 $850	16 110	8 yrs.
Glen Eden Stamford, Conn.	Bdg.	F. M. TOWNSEND, Ph.D. Mrs. I. L. TOWNSEND	1910 $1200	12 75	6 yrs.
Greenwich Academy Greenwich, Conn.	Day	ALICE A. KNOX, A.M. Principal	1827 $300	13 80	13 yrs.
Hillside Norwalk, Conn.	Bdg. Day	M. R. BRENDLINGER, A.B. VIDA HUNT FRANCIS, A.B.	1883 $1100	16 86	12 yrs.
Miss Howe and Miss Marot's School Thompson, Conn.	Bdg.	MARY L. MAROT	1905 $1400	11 54	4 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
The Low & Heywood School Stamford, Conn.	Bdg. Day	EDITH HEYWOOD MARY R. ROPER, A.B.	1885 $1200	22 125	9 yrs.
The Oxford School Hartford, Conn.	Day	MARY E. MARTIN Principal	1908 $800	150	12 yrs.
The Paxton School Stamford, Conn.	Day	MARY LOU PAXTON Miss M. M. FARRAND, Prins.	1914 $175	76	13 yrs.
Miss Porter's School Farmington, Conn.	Bdg.	Mr. and Mrs. ROBERT PORTER KEEP Principals	1843 $1500	200	4 yrs.
Rosemary Hall Greenwich, Conn.	Bdg. Day	C. RUUTZ-REES, Ph.D. MARY E. LOWNDES, Litt.D.	1890 $1000	25 245	12 yrs.
St. Margaret's School Waterbury, Conn.	Bdg. Day	EMILY G. MUNRO, A.M. Principal	1875 $900	23 125	12 yrs.
Southfield Point Hall Stamford, Conn.	Bdg. Day	JESSIE CALLAM GRAY, B.A. BERNICE T. PORTER, Prins.	1910 $1200		8 yrs.
Westover Middlebury, Conn.	Bdg.	MARY R. HILLARD	1909 $1350	27 150	6 yrs
Williams Memorial Inst. New London, Conn.	Bdg. Day	COLIN S. BUELL, A.B., A.M. Principal	1891 $60	14 286	4 yrs
"Wykeham Rise" Washington, Conn.	Bdg.	FANNY E. DAVIES, L.L.A.	1902 $1000	15 50	5 yrs
Academy Mount Saint Vincent N.Y. City	Bdg.	FRANCES E. MARRA, B.S.	1847 $600		12 yrs.
Academy of Our Lady of the Blessed Sacrament L.I., N.Y.	Bdg.	SISTER ST. SCHOLASTICA	1903 $400		12 yrs.
Academy of St. Joseph Brentwood, N.Y.	Bdg.	MOTHER SUPERIOR	1860 $500	200	12 yrs.
Albany Academy for Girls Albany, N.Y.	Day	ESTHER L. CAMP Principal	1814 $600	18 150	11 yrs.
Alcuin Preparatory School 11½-15 W.86th St., N.Y. City	Day	BLANCHE HIRSCH, B.S. GRACE H. KUPFER, M.A.	1905 $550	20	12 yrs.
The Ballard School 610 Lexington Ave., N.Y. City	Day	JEANNETTE HAMILL, A.M., J.D. Director	1873		
The Barnard School for Girls 421–423 W. 148th, N.Y. City	Day	WM. L. HAZEN, A.B., LL.D. THEO. E. LYON, B.S.	1896 $300	10 190	4 yrs.
Bedford Institute 223 McDonough St., B'kl'n, N.Y.	Day	Miss M. T. PURDY Principal	$160	5 75	13 yrs.
The Benjamin School for Girls Riverside Drive, N.Y. City	Bdg. Day	Mrs. M. C. BENJAMIN, A.B., A.M.	1905 $1500		12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
The Bennett School Millbrook, N.Y.	Bdg.	MAY F. BENNETT Principal	1889 $1800	35 180	6 yrs.
The Berkeley Institute 183 Lincoln Pl., B'klyn, N.Y.	Day	INA C. ATWOOD Principal	1886 $250	30 339	13 yrs.
Mrs. Boswell's Residence 344 W. 84th St., N.Y. City	Bdg.	Mrs. HENRY H. BOSWELL	1917 $1200	30	
Brantwood Hall Bronxville, N. Y.	Bdg. Day	MARY T. MAINE, A.B. Principal	1905 $1000	14 100	12 yrs.
The Brearley School 60 E. 61st St., N.Y. City	Day	GEO. NORTON NORTHROP Head Master	1883 $3–500	45 378	12 yrs.
Bremestead Bolton L'ding, L. Geo., N.Y.	Bdg.	CLARA C. DULON	1915 $900		12 yrs.
Briarcliff School Briarcliff Manor, N.Y.	Bdg.	Mrs. E. COOPER HARTMAN. B.S. Principal	1902 $1400	32 125	6 yrs.
The Brooklyn Heights Sem. 18 Pierrepont St., B'klyn, N.Y.	Day	FLORENCE GREER, A.M. Principal	1851 $240	20 150	13 yrs.
Buffalo Academy of the Sacred Heart Buffalo, N.Y.	Bdg. Day	MOTHER ISABELLE Principal		35 280	12 yrs.
The Buffalo Seminary Buffalo, N.Y.	Day	L. GERTRUDE ANGELL, A.B. Principal	1851 $250	22 158	5 yrs.
Cathedral School of St. Mary Garden City, N.Y.	Bdg. Day	MIRIAM A. BYTEL, A.B. Principal	1877 $950	17 135	12 yrs.
Miss Chandor's School 137 E. 62d St., N.Y.C.	Day	VALENTINE L. CHANDOR Principal	1917	120	4 yrs.
Miss Chapin's School 32 E. 57th St., N.Y. City	Day	MARIA B. CHAPIN MARY CECELIA FAIRFAX	1900 $600	35 275	12 yrs.
Columbia Preparatory School Rochester, N. Y.	Day	CAROLINE MILLIMAN Mrs. W. R. WOODBURY	1891 $300	15 200	12 yrs.
The Comstock School for Girls 52 E. 72d St., N.Y. City	Day	MABEL L. FOSTER Principal	1862 $1650	28	8 yrs.
De Lancey School W. End Ave. & 98th St., N.Y.C.	Day	AMELIA DE LANCEY Principal	1876 $215		12 yrs.
Deverell School 57 E. 74th St., N.Y. City	Bdg. Day	FRANCES E. DEVERELL Director	1912 $1500	10 60	3 yrs.
Dongan Hall Dongan Hills, Staten Is., N.Y.	Bdg. Day	ADA S. BLAKE, A.B. Principal	1919 $1400	16	12 yrs.
Drew Seminary Carmel, N.Y.	Bdg.	C. P. MCCLELLAND President	1849 $650	14 90	4 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
D'Youville Academy Plattsburg, N.Y.	Bdg.	Sister Joseph du Sacré-Coeur Superior	1860 $180	50	12 yrs.
Emma Willard School Troy, N.Y.	Bdg. Day	Eliza Kellas, Ph.B. Principal	1814 $1400	42 250	6 yrs.
Miss Fawcett's School for Girls 127 E. 61st St., N.Y. City	Bdg. Day	Rebecca Fawcett	 $1400		
The Finch School 61 E. 77th St., N.Y. City	Bdg. Day	Mrs. J. F. Cosgrave, A.B., LL.B. Principal	1900		
The Franklin School Park St., Buffalo, N.Y.	Day	Bertha A. Keyes, A.B. Head Mistress	1893 $275	20 202	7 yrs.
French Home School 320 W. 107th St., N.Y. City		Helen C. Macintyre Mlle. J. Talguen	 $900		
French School for Girls 17 E. 86th St., N.Y. City	Bdg. Day	Louise McClellan Margaret F. J. Williams	1914 $1500	6 30	
The Gardner School 11 E. 51st St., N.Y. City	Bdg. Day	Louise Eltinge M. E. Masland	1857 $1700	25 100	4 yrs.
The Halstead School Yonkers, N.Y.	Day	Mary S. Jenkins Principal	1874 $350	18 155	13 yrs.
Hamilton Institute for Girls 326 W. 90th St., N.Y. City		Mrs. N. A. Shaw Principal	1903		
Hewlett School Hewlett, N.Y.	Bdg. Day	Eugenia G. Coope Principal	1915 $1400	11	12 yrs.
Highland Manor Tarrytown, N.Y.	Bdg. Day	Eugene H. Lehman, A.B., A.M. Director	1920 $1500		14 yrs.
Miss Hopkins' School for Girls 66 E. 80th St., N.Y. City	Bdg. Day	Emma B. Hopkins, B.S.	 $1500		12 yrs.
Horace Mann School Br'dw'y at 120th St., N.Y. City	Day	Henry C. Pearson, A.B. Principal	1887 $315	75 900	13 yrs.
Institut Tisné 310 W. 88th St., N.Y. City	Day	Madame Henriette Tisné Principal	1893 $250	8 56	8 yrs.
Jacobi School 158 W. 80th St., N.Y. City	Day	Mary E. Calhoun, A.M. Principal	1896 $350	16	13 yrs.
The Knox School Cooperstown, N.Y.	Bdg. Day	Mrs. E. R. Houghton, A.B. Principal	1904 $1400	111	8 yrs.
Ladycliff Academy Highland Falls, N.Y.	Bdg.	Sister M. Margaret			12 yrs.
The Lady Jane Grey School Binghamton, N.Y.	Bdg. Day	Ella V. Jones, A.B.	1883 $1000	20 65	13 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Miss Lake's School 47 W. 55th St., N.Y. City	Day	HENRIETTA LAKE			
L'École Francaise 12 E. 95th St., N.Y. City	Bdg.	Madame J. A. RIEFFEL Principal	1910 $1400	17 20	
The Lenox School 52-54 E. 78th St., N.Y. City	Bdg. Day	Mrs. J. F. COSGRAVE, A.B., LL.B. Principal	1916		13 yrs.
The Manor School Larchmont Manor, N. Y.	Bdg. Day	MARY E. HULL	1898 $800	13	12 yrs.
Marymount Tarrytown, N.Y.	Bdg.	RELIGIOUS OF THE SACRED HEART OF MARY	$600	75	8 yrs.
Miss Mason's School Tarrytown, N.Y.	Bdg.	C. E. MASON, LL.M.	1895 $1400	37 135	15 yrs.
The Misses Masters' School Dobbs Ferry, N.Y.	Bdg. Day	The Misses MASTERS Principals	1877 $1400	200	
Montemare School Lake Placid Club, N.Y.	Bdg.	ANNA A. RYAN, A.B. Head Mistress	1920 $1600		5 yrs.
The Mt. Kisco Sch. for Girls Mount Kisco, N.Y.	Bdg. Day	E. S. BUCHANAN, M.A., Mrs. E. S. BUCHANAN Principals	1920 $850		12 yrs.
New York Collegiate Institute 345 West End Ave., N.Y. City	Day	MARY SCHOONMAKER	1888 $350		13 yrs
Noble School White Plains, N.Y.	Bdg.	Mrs. K. N. JEROME Manager		10 50	8 yrs
Oaksmere, Mrs. Merrill's Sch. for Girls Mamaroneck, N.Y.	Bdg. Day	Mrs. W. E. MERRILL, A.B., Ph.D. Principal	1906 $2000	28 75	
The Ossining School Ossining, N.Y.	Bdg. Day	CLARA C. FULLER MARTHA J. NARAMORE	1876 $1100	27 70	14 yrs
The Packer Collegiate Institute Brooklyn Heights, N.Y.	Day	JOHN H. DENBIGH, A.M. Principal	1854 $250	64 720	11 yrs
Putnam Hall Poughkeepsie, N.Y.	Bdg.	ELLEN C. BARTLETT, A.B. Principal			
Mrs. Randall-MacIver's School 122 E. 71st St., N.Y. City	Day	Mrs. RANDALL-MACIVER Principal			
The Rayson School for Girls 164–168 W. 75th St., N.Y.C.	Bdg. Day	CLARA I. COLBURNE, A.B. M. K. HUMPHREY, A.M.	1895 $1200	14 120	12 yrs
Riverside School 879 West End Ave., N.Y. City	Day	PAULINE W. SHARPE, A.B. Principal	1907 $300	14 125	13 yrs
Rye Seminary Rye, N.Y.	Day	MARTHA McFARLAND	1856	60	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
St. Agatha 553 West End Ave., N.Y.C.	Day	EMMA G. SEBRING, A.M. Principal	1898 $300	24 200	12 yrs.
St. Agnes School Albany, N.Y.	Bdg. Day	MATILDA GRAY Principal	1870	 100	
St. Faith's School Saratoga Springs, N.Y.	Bdg.	Rev. H. C. PLUM, A.B. Rector	1890 $550	12 60	6 yrs.
St. Mary's School Peekskill, N.Y.	Bdg.	SISTERS OF ST. MARY	1870		
Scoville School 2042 Fifth Ave., N.Y. City	Bdg. Day	ROSA B CHISMAN Principal	1882 $1050	20	
The Scudder School for Girls 244 W. 72d St., N.Y. City	Bdg. Day	MYRON T. SCUDDER, A.B., A.M. President	1912 $1000	25 225	6 yrs.
The Semple School 241 Central Pk., W., N.Y.C.	Bdg. Day	Mrs. T. D. SEMPLE Principal	1898		
The Spence School for Girls 30 W. 55th St., N.Y. City	Bdg. Day	CLARA B. SPENCE, A.B.	1892 $1600	60 375	10 yrs.
Ursuline Academy Middletown, N.Y.	Bdg.	URSULINE NUNS MOTHER M. LORETTA	1886 $650	10 60	4 yrs.
Ursuline Academy [City 1032 Gr. Concourse Ave., N.Y.	Bdg. Day	MOTHER LUCY	1876 $500	 120	12 yrs.
The Veltin School 160 W. 74th St., N.Y. City	Day	Mlle. LOUISE VELTIN Mrs. SPRAGUE-SMITH	1886 $400	 250	12 yrs.
Wallcourt Aurora, Lake Cayuga, N.Y.	Bdg. Day	Mrs. A. G. TAYLOR, A.B. Principal	1897 $900	10	4 yrs.
Miss Wickham's Home School 338 Lexington Ave., N.Y.C.	Day Bdg.	LOUISE F. WICKHAM	1893 $1100		
Academy of St. Elizabeth Convent Sta., Morris Co., N.J.	Bdg. Day	SISTERS OF CHARITY	1859	100	
Arden School for Girls Lakewood, N.J.	Bdg. Day	CHRISTINA H. GARRETT, A.B. MARY W. HOYT, A.M. Principals	1919 $1500	8	12 yrs.
Miss Beard's School for Girls Orange, N.J.	Bdg. Day	LUCIE C. BEARD Principal	1892 $1400	30 200	12 yrs.
Bowen School Trenton, N.J.	Bdg. Day	IDA R. BOWEN, A.M.			
Centenary Collegiate Institute Hackettstown, N.J.	Bdg.	ROBERT J. TREVORROW President	1866 $850	18 120	6 yrs.
Dearborn-Morgan School Orange, N.J.	Day	CAROLINE R. CLARKE, A.M. GEORGE L. SHELLEY, A.M.	1869	20 200	12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Dwight School for Girls Englewood, N.J.	Bdg. Day	EUPHEMIA CREIGHTON ELLEN W. FARRAR	1859 $1100	20 130	12 yrs.
Miss Fine's School Princeton, N.J.	Day	MAY MARGARET FINE, A.B. Prin.	1899 $160	14	12 yrs.
The Hartridge School Plainfield, N.J.	Bdg. Day	EMELYN B. HARTRIDGE Principal	1903		12 yrs.
Holy Angels Ft. Lee, N.J.	Bdg. Day	SISTER MARY M. DUMPHY Principal	1879 $440	210	12 yrs.
Kent Place Summit, N.J.	Bdg. Day	Mrs. SARAH W. PAUL, A.B. Principal	1894 $1400	25 178	12 yrs.
The Newark Seminary Newark, N.J.	Day	ANNA F. WHITMORE Principal	1881	40	4 yrs
Prospect Hill School Newark, N.J.	Day	Mrs. WM. S. LAMONT Principal	1904 $300	16	13 yrs.
St. John Baptist School Ralston, N.J.	Bdg. Day	SISTER SUPERIOR	1880 $700	7 22	8 yrs.
St. Leonard's School Ventnor, N.J.	Bdg. Day	Rev. ALFRED J. P. MCCLURE ABBY MCCLURE Principals	$900		
St. Mary's Hall Burlington, N.J.	Bdg. Day	Mrs. J. FEARNLEY Principal	1837 $650	18 100	12 yrs.
Miss Searing's School for Girls Morristown, N.J.	Bdg. Day	Miss ETHEL MARSH SEARING, A.B. Principal	1916 $850		12 yrs.
The School of Four Seasons Princeton, N.J.	Bdg.	Mrs. MARTHA W. KEELER, Ph.B. Principal	1917 $2000	3 10	12 yrs.
Vail-Deane School Elizabeth, N.J.	Day	LAURA A. VAIL Head Mistress	1869 $200	14 140	12 yrs.
Academy of Notre Dame W. Rittenhouse Sq., Phila., Pa.	Day	SISTER SUPERIOR			12 yrs.
The Agnes Irwin School 2011 De Lancey Pl., Phila., Pa.	Day	JOSEPHINE A. NATT, A.B. Head Mistress	1870 $300	32 184	7 yrs.
The Baldwin School Bryn Mawr, Pa.	Bdg. Day	ELIZABETH F. JOHNSON, A.B.	1888 $1200	49 300	12 yrs.
Beechwood Jenkintown, Pa.	Bdg. Day	M. H. REASER, Ph.D. President	1911 $710	45 300	8 yrs.
The Birmingham School Birmingham, Pa.	Bdg.	ALVAN R. GRIER PRESTON S. MOULTON, A.B.	1857 $950	15 100	6 yrs.
Bishopthorpe Manor Bethlehem, Pa.	Bdg.	CLAUDE N. WYANT	1898 $800	14 60	6 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Cedar Crest Coll. for Women Allentown, Pa.	Bdg. Day	Rev. WILLIAM F. CURTIS, Litt.D. President	1867		
Convent of the Sacred Heart Torresdale, Pa.	Bdg.	MOTHER SUPERIOR	1841 $550		12 yrs.
The Cowles School for Girls Oak Lane, Philadelphia, Pa.	Bdg. Day	EMMA MILTON COWLES, A.B., Ph.B.	1896 $1400	20 106	12 yrs.
Darlington Seminary West Chester, Pa.	Bdg.	Mrs. CHRISTINE FAAS BYE Principal	1851 $600	15 90	4 yrs
Devon Manor Devon, Pa.	Bdg. Day	Dr. and Mrs. LANGDON CASKIN Principals	1917 $1200	35 105	12 yrs.
Miss Ellis School Pittsburgh, Pa.	Day	SARA FRAZER HILLS, A.B. Head Mistress	$200	13	12 yrs.
Harcum School Bryn Mawr, Pa.	Bdg.	Mrs. EDITH H. HARCUM Principal	$1200		6 yrs.
Highland Hall Hollidaysburg, Pa.	Bdg. Day	ELLEN C. KEATES, A.B. Head	1869 $1100	20	5 yrs.
The Holman School 2204 Walnut St., Phila, Pa.	Day	ELIZ. W. BRALEY, A.B. JESSIE N. BRALEY, A.B.	1900 $275	15 100	12 yrs.
Juniata Academy Huntingdon, Pa.	Bdg. Day	I. HARVEY BRUMBAUGH, A.M. President	1901 $387	34 250	4 yrs.
The Misses Kirk's School Bryn Mawr, Pa.	Bdg.	ABBY KIRK SOPHIA KIRK	1899 $1200		
The Lankenau School [Pa. 2200 S. College Ave., Phila.,	Bdg. Day	Rev. E. F. BACHMANN, D.D. Principal	1891 $300	18 100	
Linden Hall Seminary Lititz, Pa.	Bdg.	Rev. F. W. STENGEL Principal	1746 $600	20 80	12 yrs.
The Lyman School Ardmore, Pa.	Day	MARGARET H. STEEN CAROLINE L. STEELE, Prins.	1893 $250	15 103	11 yrs.
The Mary Lyon School Swarthmore, Pa.	Bdg. Day	H. M. CRIST, A.B. Mrs. F. L. CRIST, A.B.	1913 $1000	20 160	4 yrs.
Marywood Seminary Scranton, Pa.	Bdg. Day		1883 $150		4 yrs.
Miss Mills School Mt. Airy, Philadelphia, Pa.	Bdg. Day	ELLEN STANNEY MILLS Head	1900 $1200	20	11 yrs.
Moravian Sem. and Col. for Women Bethlehem, Pa.	Bdg.	Rev. JOHN H. CLEWELL, Ph.D. President	1742 $500	28 251	12 yrs.
Ogontz School Ogontz Sch. P.O., Pa.	Bdg. Day	Mrs. ABBY SUTHERLAND- BROWN Principal	1850 $1600	35	6 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Penn Hall Chambersburg, Pa.	Bdg. Day	FRANK S. MAGILL, A.M. Principal	1906 $700	14 125	6 yrs.
Phebe Anna Thorne Open Air Model School Bryn Mawr, Pa.	Day	MATILDE CASTRO, Ph.D. Head Mistress	1913	10 300	8 yrs.
Rydal School Ogontz Sch. P.O., Pa.	Bdg. Day	Mrs. ABBY SUTHERLAND-BROWN Principal	1917 $1200	10	8 yrs.
Miss Sayward's School Overbrook, Pa.	Bdg. Day	S. JANET SAYWARD Principal	1892 $850	19	12 yrs.
The Shipley School Bryn Mawr, Pa.	Bdg. Day	ELEANOR O. BROWNELL ALICE G. HOWLAND	1893 $1400	35 203	12 yrs.
The Shippen School for Girls Lancaster, Pa.	Day	EMILY R. UNDERHILL, A.B. Principal	1908 $200	12 98	12 yrs.
Springside Chestnut Hill, Pa.	Bdg. Day	Mrs. CHAPMAN Miss JONES	1870 $1200		12 yrs.
Thurston Preparatory School 6601 5th Ave., Pittsburgh, Pa.	Bdg. Day	ALICE M. THURSTON	1887 $800	19 200	
Walnut Lane School Germantown, Pa.	Bdg. Day	S. EDNA JOHNSTON, A.B. Principal	1857 $1000	15 95	15 yrs.
Washington Seminary Washington, Pa.	Bdg. Day	MARY DE BURE MCCURDY Principal	1835 $700	20 180	4 yrs.
The Wilkes-Barre Institute 78 S. Franklin St., Wilkes-Barre, Pa.	Bdg. Day	ANNA M. OLCOTT Principal	1854 $1000	16 152	13 yrs.
The Winchester School 4721 Fifth Ave., Pittsburgh, Pa.	Day	Miss MITCHELL		250	12 yrs.
Miss Wright's School Bryn Mawr, Pa.	Bdg. Day	LILA M. WRIGHT Principal	1902 $1400	80	10 yrs.
Academy of the Holy Cross Conn. Ave., Wash., D.C.	Bdg. Day	SISTER M. BERTILDE			12 yrs.
Chevy Chase School Washington, D.C.	Bdg.	FREDERIC E. FARRINGTON, Ph.D. Principal	1903 $1000	19 70	5 yrs.
The Colonial School for Girls 1539 18th St., Wash., D.C.	Bdg. Day	CHARLOTTE C. EVERETT Principal	 $1075	 70	6 yrs.
The Misses Eastman's School 1305 17th St., N.W., Wash., D.C.	Bdg. Day	A. H., M. T., and M. M. EASTMAN	1899 $1200	10 70	4 yrs.
Fairmont Seminary Washington, D.C.	Bdg. Day	ARTHUR RAMSEY Principal	1899 $1000	10 70	6 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Georgetown Visitation Convent Washington, D.C.	Bdg. Day		1799	200	6 yrs.
Gunston Hall 1906 Fla. Ave., Wash., D.C.	Bdg. Day	Mrs. B. R. Mason Principal	1892 $1400	24 150	12 yrs.
Holton-Arms School 2125 S St., Wash., D.C.	Bdg. Day	Mrs. Jessie M. Holton	1901 $1400	20 250	13 yrs.
Immaculata Seminary Wisconsin Ave., Wash., D.C.	Bdg. Day		1906 $250		14 yrs.
Miss Madeira's School 1330 19th St., Wash., D.C.	Bdg. Day	Mrs. David Laforest Wing, A.B.	1906 $1300	20 124	8 yrs.
Madison Hall 3100 R St.,N.W.,Wash.,D.C.	Bdg. Day	Prof. and Mrs. G. F. Win- ston Principals	 $700	25	
Martha Washington Seminary Connecticut Ave., Wash., D.C.		Edward W. Thompson Principal			6 yrs.
Mount Vernon Seminary Nebraska Ave., Wash., D.C.	Bdg.	Mrs. Adelia G. Hensley Head Mistress	1875 $1600	30 120	8 yrs.
National Cathedral School Mt. St. Alban, Wash., D.C.	Bdg. Day	Jessie C.McDonald,M.S. Helen L. Webster, Ph.D.	1900 $1200	43 200	9 yrs.
National Park Seminary Suburban, Wash., D.C.	Bdg.	James E. Ament, Ph.D., LL.D. Principal	1894 $1350	60 350	2 yrs.
St. Margaret's Bdg. & Day Sch. California Ave., Wash., D.C.	Bdg. Day	Sara K. Lippincott Susan C. Baker	1896 $750	60	
Bryn Mawr School for Girls Cathedral St., Baltimore, Md.	Day	Edith Hamilton, A.B., A.M.	1885	225	12 yrs.
Eldon School Annapolis, Md.	Bdg. Day	W. H. Kadesch, Ph.D. President	1920 $1150	9	6 yrs.
Garrison Forest School Garrison, Md.	Bdg. Day	Mary M. Livingston Head Mistress	1912 $1200	13	12 yrs.
The Girls' Latin School 1217 St. Paul St., Balt., Md.	Bdg. Day	N. M. Wilmot, A.B. Head Mistress	1890 $200	14 115	12 yrs.
The Hannah More Academy Reisterstown, Md.	Bdg. Day	Anna L. Lawrence Principal	1832 $800	88	12 yrs.
Maryland College for Women Lutherville, Md.		Beekman O. Rouse,A.B. Principal	1853	30 130	
Mount de Sales Acad. of the Visitation Catonsville, Md.	Bdg. Day	Sisters of the Visita- tion	1852	50	12 yrs.
Mt. St. Agnes Coll. and High Sch. Mt. Washington, Md.	Bdg. Day	Sister M. Fidelis	1867 $314	120	16 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Notre Dame Preparatory Sch. Roland Pk., Baltimore, Md.	Bdg. Day	SISTERS OF NOTRE DAME	 $400	 200	 12 yrs.
Oldfield's Glencoe, Md.	Bdg.	Rev. D. McCULLOCH A. G. McCULLOCH	1866	70	4 yrs.
Roberts-Beach School Catonsville, Md.	Bdg. Day	Mrs. EMMA S. ROBERTS, A.M.	1920 $1200		5 yrs.
Roland Park Country School University Pkwy., Balt., Md.	Day	NANNA D. DUSHANE	1916 $275	12 275	12 yrs
St. Timothy's School for Girls Catonsville, Md.	Bdg. Day	JANE R. HEATH LOUISA M. FOWLER	1882	 100	
Averett College Danville, Va.	Bdg. Day	C. E. CROSLAND, B.A. President	1859 $475	20 360	6 yrs.
Blackstone College for Girls Blackstone, Va.	Bdg. Day	W. ASBURY CHRISTIAN, A.M., D.D. Principal	1894 $240	32 340	8 yrs.
The Chatham Episcopal Institute Chatham, Va.	Bdg. Day	Mrs. E. M. WILLIS, B.P. Principal	1892 $400	18 120	6 yrs.
Collegiate School for Girls Richmond, Va.	Day	HELEN BAKER, A.M. Head	1915 $200	32 300	12 yrs.
Fairfax Hall Basic, Va.	Bdg.	JOHN NOBLE MAXWELL President	1919 $450	14 80	6 yrs.
Fauquier Institute for Girls & Young Ladies Warrenton, Va.	Bdg. Day	NELLIE V. BUTLER Principal	1860 $450	 46	 12 yrs.
Fort Loudon Seminary Winchester, Va.	Bdg. Day	KATHERINE R. GLASS President	1905 $375	 100	
Foxcroft School Middleburg, Va.	Bdg.	CHARLOTTE HAXALL NOLAND Principal	 $1600		 12 yrs.
Herndon Seminary Herndon, Va.	Bdg. Day	The Misses CASTLEMAN	1876 $360	4 25	 12 yrs.
Homestead School Hot Springs, Va.	Bdg. Day	EDA BUDDECKE FANNY BUDDECKE	1917 $1200	8	7 yrs.
Marion College (Junior) Marion, Va.	Bdg. Day	C. BROWN COX, A.M. President	1873 $300	18 175	6 yrs.
Martha Washington College Abingdon, Va.	Bdg. Day	CHARLES E. WEAVER President	1853 $325	22 450	6 yrs.
Mary Baldwin Seminary Staunton, Va.	Bdg. Day	MARIANNA P. HIGGINS Principal	1842 $550	24 300	8 yrs.
Randolph-Macon Institute Danville, Va.	Bdg. Day	CHARLES G. EVANS, A.M. Principal	1898 $400	22 365	12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
St. Anne's School Charlottesville, Va.	Bdg. Day	MARY H. DU VAL Principal	1910 $300	20 160	12 yrs.
St. Catherine's School Richmond, Va.	Co.D.	ROSALIE HAXALL NOLAND, A.B. Principal	1890 $225	20 175	12 yrs.
Southern College Petersburg, Va.	Bdg.	ARTHUR K. DAVIS, A.M. President	1863 $500	 50	
Southern Seminary Buena Vista, Va.	Bdg.	Rev. E. H. ROWE Prof. R. L. DURHAM	1867 $525		
Stonewall Jackson College Abingdon, Va.	Bdg.	S. L. LACY President	1870	14 124	6 yrs.
Stuart Hall Staunton, Va.	Bdg. Day	Mrs. H. N. HILLS, A.B. Principal	1843 $600	20 120	12 yrs.
Sullins College Bristol, Va.	Bdg.	W. E. MARTIN, Ph.D. President	1869 $275	 250	
Virginia College for Young Women Roanoke, Va.	Bdg.	MATTIE P. HARRIS President	1893 $600	30 250	6 yrs
Virginia Intermont College for Young Women Bristol, Va.	Bdg. Day	H. G. NOFFSINGER, A.B., A.M. President	1884 $400	21 250	6 yrs.
Warrenton Country School Warrenton, Va.	Bdg. Day	LEA M. BOULIGNY Principal	1915 $950	 55	12 yrs.
Wirtland Seminary Oak Grove, Va.	Bdg. Day	Mrs. WM. D. WIRT Principal	1894 $300	5 40	8 yrs.
Lewisburg Sem. & Jr. College Lewisburg, W.Va.	Bdg. Day	ROBERT H. ADAMS, A.M. President	1812 $325	16 130	6 yrs.
Mount de Chantal Academy Wheeling, W.Va.	Bdg.	Rt. Rev. P. J. DONAHUE President	1848	 115	7 yrs.
St. Hilda's Hall Charles Town, W.Va.	Bdg. Day	MARIAH P. DUVAL Principal	1915 $400	12 80	4 yrs.
Carolina College Maxton, N.C.	Bdg. Day	Rev. RODERICK B. JOHN President	1907 $320	13 250	6 yrs.
Fassifern Hendersonville, N.C.	Bdg.	KATE C. SHIPP	1907	60	
Flora MacDonald College Red Springs, N.C.	Bdg. Day	CHARLES GRAVES VARDELL, D.D. President	1896 $250	26 300	8 yrs.
Grove Institute Kenansville, N.C.	Bdg. Day	Rev. W. F. HOLLINGSWORTH President	1896 $150	8 80	12 yrs.
Mont Amoena Seminary Mount Pleasant, N.C.	Bdg. Day	Rev. R. A. GOODMAN President	1869 $190	 70	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Peace Institute Raleigh, N.C.	Bdg. Day	MARY OWEN GRAHAM President	1872 $550	24 450	8 yrs.
St. Genevieve's of-the-Pines Asheville, N.C.	Bdg. Day	Rev. MOTHER LORIN	1908 $800	25 140	12 yrs.
St. Mary's School Raleigh, N.C.	Bdg. Day	Rev. WARREN W. WAY Rector	1842 $400	27 300	6 yrs
Salem Academy and College Winston-Salem, N.C.	Bdg. Day	HOWARD E. RONDTHALER, Ph.B., D.D. President	1772 $400	100	15 yrs.
Ashley Hall Charleston, S.C.	Bdg.	MARY V. MCBEE, A.B., A.M. Principal	1909 $400	14 96	5 yrs.
Lander College Greenwood, S.C.	Bdg. Day	Rev. JOHN O. WILLSON, D.D. President	1872 $268.50	22 300	6 yrs.
Columbus Seminary Columbus, Ga.	Bdg. Day	ROSA B. SNYDER, S.B.	1909 $240	9 95	4 yrs.
Lorena Hall Columbus, Ga.	Bdg. Day	JESSIE M. SNYDER, S.B.	1911 $200	8 80	12 yrs.
Lucy Cobb Institute Athens, Ga.	Bdg.	MILDRED L. RUTHERFORD President	1858 $390	250	12 yrs.
Washington Seminary Atlanta, Ga.	Bdg. Day	L. D. SCOTT EMMA B. SCOTT	1878 $550	22 321	8 yrs.
Woodberry Hall 149 Peachtree Circle, Atlanta, Ga.	Bdg. Day	ROSA WOODBERRY Principal	1908 $500	12 75	8 yrs.
The Cathedral School Orlando, Fla.	Bdg. Day	Rev. RODERICK P. COBB Principal	1900 $300	11 90	
Miss Harris School Miami, Fla.	Bdg. Day	JULIA F. HARRIS, B.A. Principal	1914 $900		
Miss Tebeau's Bdg. & Day Sch. for Girls Gainesville, Fla.	Bdg. Day	Miss TEBEAU Principal	1875 $250	4 60	12 yrs.
Margaret Allen School Birmingham, Ala.	Day Bdg.	Miss V. M. ALLEN Principal	1902		
Margaret Booth School Montgomery, Ala.	Day	MARGARET BOOTH Principal	1913 $180	14 89	10 yrs.
Hamilton College Lexington, Ky.	Bdg. Day	T. A. HENDRICKS President	1869 $350	28 273	6 yrs.
The Kentucky Home School for Girls Louisville, Ky.	Day	ANNIE S. WATERS ANNIE S. ANDERSON, A.M.	1865 $225	15 140	12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Logan College Russellville, Ky.		J. W. Repass President			6 yrs.
Louisville Collegiate School Louisville, Ky.	Day	Lucy G. Hester Principal	1915 $225	9 85	12 yrs.
Margaret Hall Versailles, Ky.		Rev. George H. Harris President	1899 $400	15	4 yrs.
Nazareth Academy Nazareth, Ky.	Bdg.	Sister M. Ignatius	1812 $300	15 150	12 yrs.
Science Hill School Shelbyville, Ky.	Bdg. Day	Mrs. W. T. Poynter, A.B. Principal	1825 $650	14 165	12 yrs.
Centenary College Conservatory Cleveland, Tenn.	Bdg.	Rev. J. W. Malone, A.M., D.D. President	1884	14	6 yrs.
Columbia Institute Columbia, Tenn.	Bdg. Day	Rev. Chas. Kenneth Thomson, A.M., President	1835 $585	16	6 yrs.
Girls' Preparatory School Chattanooga, Tenn.	Day	Tommie P. Duffy Eula Jarnagan Principals	 $120	9 115	8 yrs.
Martin College Pulaski, Tenn.	Bdg. Day	Geo. A. Morgan, A.B., D.D. President	1870 $330	19 226	6 yrs.
St. Katherine's School for Girls Bolivar, Tenn.		Rev. C. S. Ware Principal	 $105	 60	4 yrs.
St. Mary's School Memphis, Tenn.	Bdg. Day	Helen A. Loomis M. H. Paoli	1874 $550	18 150	12 yrs.
Tennessee College Murfreesboro, Tenn.	Bdg. Day	George J. Burnett, A.M. President	1907 $365	23 335	10 yrs.
Ward-Belmont Nashville, Tenn.	Bdg. Day	J. D. Blanton President	1912 $550	60 653	6 yrs.
Blue Mountain College Blue Mountain, Miss.	Bdg. Day	William T. Lowrey M. A., LL.D. President	1873 $298	29 400	15 yrs.
Home Institute [La. 1440 Camp St., New Orleans,	Bdg. Day	Jennie Wright Mary Wright Principals	1881 $350	15 87	12 yrs.
Mansfield Female College Mansfield, La.	Bdg. Day	R. E. Bobbitt President	1854	13	14 yrs.
Crescent Coll. & Conservatory Eureka Springs, Ark.	Bdg. Day	Richard R. Thompson, M.A. President	1908	16 100	6 yrs.
El Paso School for Girls El Paso, Texas	Bdg. Day	Ora W. L. Slater, A.B. Olga E. Tafel Principals	1910 $900	11 125	12 yrs.
The Miss Hockaday School for Girls Dallas, Texas	Bdg. Day	Ela Hockaday President	1913 $1000		11 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac.	Enr.	L. of Course
St. Mary's College Dallas, Texas	Bdg. Day	Rt. Rev. A. C. Garrett, D.D., LL.D. President	1889 $500	20	180	14 yrs.
St. Mary's Hall San Antonio, Texas		Laura L. Dorsey Principal	1879			12 yrs.
Texas Presbyterian College for Girls Milford, Texas	Bdg. Day	Rev. Henry C. Evans, D.D., LL.D. President	1902 $400	24		8 yrs.
The Thomas School for Girls San Antonio, Texas	Bdg. Day	A. A. Thomas, A.M. President	1900 $400	10	90	12 yrs.
The Whitis School Austin, Texas	Bdg. Day	Mary Whitis Principal	1000		130	
Bartholomew-Clifton School Clifton, Cinn., Ohio	Bdg. Day	Miss B. A. Ely, A.M. M. F. Smith	1874		120	13 yrs.
College Preparatory School Cincinnati, Ohio	Day	Mary Doherty Principal				
The Columbus School for Girls Parsons Pl., Columbus, Ohio	Bdg. Day	Alice Gladden, A.B. Grace L. Jones, A.B., A.M.	1898 $800	45	390	12 yrs.
Harcourt Place School for Girls Gambier, Ohio	Bdg.	Rev. J. Streibert, Ph.D. Regent	1887 $600	10	35	6 yrs.
Hathaway-Brown School Cleveland, Ohio	Day	Mary E. Raymond, A.B., A.M. Principal	1876 $225	30	300	4 yrs.
Laurel School 10001 Euclid Ave., Cleve., Ohio	Day	Mrs. Arthur E. Lyman Head Mistress	1898 $1000			12 yrs.
Oakhurst Walnut Hills, Cinn., Ohio	Day	Helen F. Kendrick Principal	1892	6	100	
Our Lady of Lourdes Academy Cleveland, Ohio		Sister M. Superior Superior	1893 $30	7	220	4 yrs.
School of the Brown County Ursulines St. Martin, Ohio	Bdg.	Sister Mechtilda Directress	1845 $350	16	60	12 yrs.
The Smead School for Girls Toledo, Ohio	Bdg. Day	Rose Anderson, A.B. Elsie G. Anderson	1884 $700	12	130	12 yrs.
Academy of the Immaculate Conception Oldenburg, Ind.	Bdg.	Sister M. Veronica	1885 $250			4 yrs.
Elmhurst School R.R. 5, Connersville, Ind.	Bdg.	I. B. Cressler, A.B. Caroline L. Sumner, A.B.	1909 $1100	10	22	6 yrs.
St. Mary-of-the-Woods St. Mary-of-the-Woods, Ind.	Bdg.	Sister Superior Dean	1840 $700			8 yrs.
St. Mary's College and Acad. Notre Dame, Ind.	Bdg.	Sisters of the Holy Cross	1855 $175		350	12 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Tudor Hall School for Girls Indianapolis, Ind.	Day	FREDONIA ALLEN Principal	1902 $1000	100	
Akeley Hall Grand Haven, Mich.	Bdg. Day	MARY H. YERKES Resident Principal	1887 $750	10	12 yrs.
The Liggett Schools 73 Stimson Pl., Detroit, Mich.	Day	Misses LIGGETT Head Mistresses	1878 $400	400	12 yrs.
Nazareth Academy Nazareth, Mich.	Bdg.	SISTER MARY HASTINGS President	1807	175	12 yrs.
St. Mary's College and Acad. Monroe, Mich.	Bdg. Day	MOTHER DOMETILLA	1845 $300	150	8 yrs.
Boyesen School E. 47th St., Chicago, Ill.	Bdg. Day	AUGUSTA BOYESEN Principal			
Brooks School 3328 Warren Ave., Chi., Ill.	Day	EFFIE A. GARDNER, Ph.B. Principal	1890	10 65	4-5 yrs.
Chicago Latin School for Girls 59 Scott St., Chicago, Ill.	Day	MABEL S. VICKERY President	1888		12 yrs.
The Faulkner School for Girls 4746 Dorchester Ave., Chi., Ill.	Day	ELIZABETH FAULKNER, A.B. Principal	1900 $250	24 240	12 yrs.
Ferry Hall Lake Forest, Ill.	Bdg. Day	ELOISE R. TREMAIN, A.B. Principal	1869 $875	24 135	6 yrs.
Frances Shimer School Mt. Carroll, Ill.	Bdg. Day	Rev. W. P. McKEE Dean	1853 $550	20 171	6 yrs.
Jennings Seminary Aurora, Ill.	Bdg.	BERTHA A. BARBER, A.B. Principal	1859 $300	12 102	4 yrs
The Kenwood-Loring School 4600 Ellis Ave., Chi., Ill.	Bdg. Day	Mrs. S. D. LORING HELEN D. LORING Prins.	1876 $800	16 175	12 yrs
Lake View Institute 442 Wellington Ave., Chi., Ill.	Day	SARAH A. ANABLE	1891	11 75	12 yrs
Monticello Seminary Godfrey, Ill.	Bdg.	HARRIET R. CONGDON, A.B. Principal	1835 $600	24 172	6 yrs
Roycemore School 640 Lincoln St., Evanston, Ill.	Day	REBECCA S. ASHLEY Principal	1915 $500	24 225	12 yrs
St. Anne's Academy St. Anne, Ill.	Bdg. Day	SISTERS OF CONGREG. OF NOTRE DAME			
St. Mary's Knoxville, Ill.	Bdg.	Rev. F. L. CARRINGTON Rector	1868 $600	14	6 yrs
Miss Spaids' School 866 Buena Ave., Chi., Ill.	Bdg. Day	KATE L. SPAIDS Principal			12 yrs

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Starrett School for Girls (Ill. 4932 Lake Park Ave., Chi.,	Bdg. Day	Mrs. Eliz. Burt Smith Principal	1883 $950	15	13 yrs.
The University School for Girls 1106 Lake Shore Drive, Chi., Ill.	Bdg. Day	Anna R. Haire, A.B. Principal	1896 $1500	25 200	4 yrs.
Grafton Hall Fond du Lac, Wis.	Bdg.	Reginald H. Weller President	1894 $500	18 65	8 yrs.
Hillcrest School Beaver Dam, Wis.	Bdg.	Sarah M. Davison Principal	1910 $675	30	8 yrs.
Kemper Hall Kenosha, Wis.	Bdg.	Mother M. Maude			6 yrs.
Milwaukee-Downer Seminary Milwaukee, Wis.	Bdg. Day	Ellen C. Sabin, A.M., LL.D. President	1895 $625	30 241	6 yrs
St. Clara College and Academy Sinsinawa, Wis.	Bdg. Day		1852 $300	12	8 yrs
St. Mary's Springs Academy Fond du Lac, Wis.	Bdg.	Sister M. Roberta Directress	1909	87	4 yrs
The Acad. of Albert Lea College Albert Lea, Minn.		Gertrude S. Kingsland Dean	1884	110	4 yrs.
College of St. Catherine St. Paul, Minn.		Sisters of St. Joseph	1905	150	8 yrs.
College of Saint Scholastica Duluth, Minn.	Bdg. Day	Rt. Rev. J. McColrick	1892	120	
Lutheran Ladies' Seminary Red Wing, Minn.			1892	141	
Northrop Collegiate School Minneapolis, Minn.	Day	Elizabeth Carse, M.A. Principal	1915 $350	25 260	13 yrs.
Oak Hall Holly Ave., St. Paul, Minn.	Bdg. Day	Royal A. Moore, A.B., A.M. Principal	1885 $700	16 155	4 yrs.
St. Benedict's College and Academy St. Joseph, Minn.	Bdg.	Sister Dominica Directress	1880	250	12 yrs.
St. Mary's Hall Faribault, Minn.	Bdg.	Amy Louise Lowey Principal	1866 $550	90	
Stanley Hall Pleasant Ave., Minn., Minn.	Bdg. Day	Olive A. Evers Principal	1890 $1300	27 164	12 yrs.
Summit School Holly Ave., St. Paul, Minn.	Day	Sarah Converse, A.B., A.M. Principal	1917 $260	24 215	12 yrs.
Oak Grove Lutheran Ladies' Seminary Fargo, N.D.	Bdg.	J. E. Fossum	1906	100	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
All Saints School Sioux Falls, S.D.	Bdg. Day	HELEN S. PEABODY, Litt.D. Principal	1885 $500	160	12 yrs.
Mt. St. Mary's Academy Cherokee, Ia.	Bdg.	Rev. MOTHER PRIORESS, O.S.M.	1914 $250		12 yrs.
St. Katharine's School Davenport, Ia.	Bdg. Day	SISTER ESTHER Sister Superior	1884 $800	18 100	15 yrs.
Miss Barstow's School Westport Ave., Kan. City, Mo.	Bdg. Day	MARY L. C. BARSTOW, A.B. R. ADELAIDE WITHAM, A.B.	1883	150	12 yrs.
Forest Park College St. Louis, Mo.	Bdg. Day	ANNA SNEED CAIRNS President	1861 $400	24	14 yrs.
Hardin College and Conserv'ry Mexico, Mo.	Bdg.	JOHN W. MILLION President	1873	200	
Hosmer Hall Wydown Blvd., St. Louis, Mo.	Bdg. Day	Mrs. ELMA H. BENTON, A.M. Principal	1884 $1000	10 180	6 yrs.
Howard Payne College Fayette, Mo.	Bdg. Day	A. NORMAN EVANS, A.B., A.M. President	1844 $600	27 180	6 yrs.
Lenox Hall Univ. City, St. Louis, Mo.	Bdg. Day	Mrs. M. LOUISE THOMAS Principal	1907 $850	24 112	12 yrs.
Lindenwood St. Charles, Mo.	Bdg. Day	JOHN L. ROEMER, D.D. President	1827 $100	40 350	6 yrs.
Loretto Academy Kansas City, Mo.	Bdg. Day	SISTERS OF LORETTO	1902 $360	15 270	12 yrs.
Mary Institute St. Louis, Mo.	Day	EDMUND H. SEARS, A.B., A.M. Principal	1859 $120	30 556	12 yrs
Stephens Junior College Columbia, Mo.	Bdg. Day	JAMES M. WOOD, A.B., A.M. President	1859 $600	40 450	6 yrs.
Sunset Hill School Kansas City, Mo.	Co.D.	HELEN ERICSON Principal	1914		
Miss White's School St. Louis, Mo.	Bdg. Day	MARY JOSEPHINE WHITE Principal	1910 $1000	13 40	9 yrs.
William Woods College Fulton, Mo.	Bdg.	JOSEPH A. SERENA President	1890 $350	24 177	6 yrs.
Brownell Hall Omaha, Neb.	Bdg. Day		1863 $800		10 yrs.
St. Francis Academy Columbus, Neb.	Bdg. Day	SISTER M. AGNELLA Superior	1882	260	12 yrs.
College of the Sisters of Bethany Topeka, Kan.	Bdg. Day	MARINDA P. DAVIS, B.A. Principal	1861 $450	16 175	16 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac.	Enr.	L. of Course
Mt. St. Gertrude Academy Boulder, Col.	Bdg. Day	SISTER MARY OSWALD Superior	1892 $300			12 yrs.
San Luis Open-Air School Colorado Springs, Col.	Day	Mrs. SARA C. BROOKS Head Mistress	 $225			12 yrs.
Wolcott School Denver, Col.	Bdg. Day	Mrs. JOEL F. VAILE Principal	1898 $800	25	310	12 yrs.
St. Margaret's Hall Boise, Idaho	Bdg. Day	NAOMI STUTZMAN Principal	1892 		125	
New Jersey Academy Logan, Utah	Bdg. Day	MARY H. MARTIN, A.M. Principal	1878 $222	6	60	6 yrs.
Rowland Hall Salt Lake City, Utah		GEORGIANA HUMPHREYS Principal	1880 $500	17	125	4 yrs.
The Annie Wright Seminary Tacoma, Wash.	Bdg. Day	ADELAIDE B. PRESTON, B.A. Principal	1884 $800	18	130	12 yrs.
Holy Names Academy Seattle, Wash.	Bdg. Day	SISTERS OF THE HOLY NAME 	 $350			14 yrs.
Holy Names Academy Spokane, Wash.	Bdg. Day	SISTERS OF THE HOLY NAME	1891 $400			12 yrs.
The St. Nicholas School 712 B'dw'y No.,Seattle,Wash.	Day Bdg.	EDITH DABNEY, A.B. Principal	1910 $300	14	125	13 yrs.
St. Paul's School for Girls Walla Walla, Wash.	Bdg. Day	NETTIE M. GALBRAITH, M.A. Principal	1872 			
Miss Catlin's School Portland, Ore.	Bdg. Day	RUTH CATLIN ALICE EDWARDS JONES	 $800	11		11 yrs.
St. Helen's Hall Portland, Ore.	Bdg. Day	SISTERS OF ST. JOHN BAPTIST	1869 $650	18	165	14 yrs.
St. Mary's Academy and College Portland, Ore.	Bdg. Day	Rev. ALEXANDER CHRISTIE, D.D. President	1859 $400			14 yrs.
Angeles Vista School Los Angeles, Cal.	Bdg. Day	ORIL WING Principal	1908 		100	13 yrs.
The Bishop's School La Jolla, Cal.	Bdg. Day	MARGUERITE BARTON, A.B., A.M. Principal	1910 $1200		125	12 yrs.
Miss Burke's Sch. for Girls 3065 Jackson St., San Fran., Cal.	Day	KATHARINE BURKE Principal				12 yrs.
Castilleja School Palo Alto, Cal.	Bdg. Day	MARY I. LOCKEY, A.B. Principal	1907 $1400	30	195	12 yrs.
Dominican College San Rafael, Cal.		SISTERS OF DOMINICAN ORDER	1890 			12 yrs

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Girls' Collegiate School Los Angeles, Cal.	Bdg. Day	ALICE K. PARSONS JEANNE W. DENNEN	1892 $1200	25 165	8 yrs
Hamlin School Pacific Ave., San Fran., Cal.	Bdg. Day	SARAH D. HAMLIN Principal		10 100	12 yrs.
Miss Harker's School Palo Alto, Cal.	Bdg. Day	CATHERINE HARKER SARA D. HARKER	1902 $1200	21 82	12 yrs.
The Anna Head School Berkeley, Cal.	Bdg. Day	MARY E. WILSON Principal	1887 $1000	28 144	4 yrs.
The Hollywood Sch. for Girls Hollywood, Cal.	Bdg.	SOPHIE S. HOGAN LOUISE KNAPPEN			
The Horton School Oakland, Cal.	Day	NELLIE V. JONES CHARLOTTE F. CENTER	1884 $1–200		13 yrs.
Huntington Hall South Pasadena, Cal.	Bdg.	FLORENCE HOUSEL President	1905		
The Katharine Branson Sch. San Rafael, Cal.	Bdg. Day	KATH. F. BRANSON, A.B. LAURA E. BRANSON, A.B.	1917 $1500	10	12 yrs.
The Keeney School Sacramento, Cal.	Bdg. Day	Mrs. HENRY O. KEENEY MIRIAM KEENEY, A.B.	1915 $800	15 90	12 yrs.
The Marlborough School 5029 W. 3d St., Los Angeles	Bdg. Day	Mrs. G. A. CASWELL Principal	1889 $1200	210	5 yrs.
The Orton School Pasadena, Cal.		ANNA B. ORTON KATHARINE CALEY, A.B.	1890 $1100	11 70	9 yrs
Palm Hall School for Girls Los Angeles, Cal.	Bdg. Day	DOROTHY B. RICE Principal	1912		12 yrs.
Miss Ransom & Miss Bridge's Sch. for Girls Piedmont, Cal.	Bdg. Day	MARION RANSOM EDITH BRIDGES	1900	20 100	
St. Agnes School for Girls Los Angeles, Cal.	Bdg. Day	Mrs. MARK RICE Principal	 $800		12 yrs.
Santa Barbara Girls' School Santa Barbara, Cal.	Bdg. Co.D.	MARION L. CHAMBERLAIN, A.M. Principal	1914 $1400	16 114	13 yrs.
Miss Thomas' School 325 W. Adams St., Los Ang.	Bdg. Day	MAUDE THOMAS	1910 $850	 100	8 yrs.
The Watson School Oakland, Cal.	Bdg. Day	Mrs. C. L. WATSON	1908		
Westlake Sch. for Girls 333 S. Westmorel'd Av., Los Ang.	Bdg. Day	ANNA B. ORTON Acting Principal	1904 $1000	 180	
Westridge School Pasadena, Cal.	Day	MARY L. RANNEY A. C. RUMNEY	1913 $300	11	12 yrs.

COEDUCATIONAL SCHOOLS

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Berwick Academy South Berwick, Me.	Bdg. Day	Ernest L. Gray Head Master	1791	4 90	4 yrs. Non-Sect.
Bluehill-George Stevens Acad. Bluehill, Me	Day	Adin S. Turner Principal	1803	2 70	Non-Sect
Coburn Classical Institute Waterville, Me.	Bdg. Day	D. T. Harthorn, A.M. Principal	1820 $45	15 112	4 yrs. Baptist
E. Corinth Academy E. Corinth, Me.	Day	H. C. McPhee, D.S. Principal	1843	5 78	Non-Sect.
E. Maine Conference Sem. Bucksport, Me.	Bdg. Day	E. R. Verrill, A.B. President	1848	8 143	4 yrs. Meth.
Foxcroft Academy Foxcroft, Me.	Day	Herbert S. Hill Principal	1823	 140	4 yrs. Non-Sect.
Freedom Academy Freedom, Me.	Bdg.	Harry M. Woods Principal	1836	5 45	4 yrs. Non-Sect.
Fryeburg Academy Fryeburg, Me.	Bdg.	Edwin K. Welch Principal	1792	8 130	4 yrs. Non-Sect.
Good Will Schools Hinckley, Me.	Bdg.	C. I. Bailey President	1889		
Gould's Academy Bethel, Me.	Bdg. Day	F. E. Hanscom, A.M. Principal	1836	6 100	Non-Sect.
Greeley Institute Cumberland Center, Me.	Day	E. H. Danforth Principal	1868	4 35	Non-Sect.
Hebron Academy Herbon, Me.	Bdg.	W. E. Sargent, A.M. Principal	1804	13 250	Baptist
Higgins Classical Institute Charleston, Me.	Bdg.	Wm. A. Tracy, A.B. Principal	1837 $174	6 77	4 yrs. Baptist
Limington Academy Limington, Me.	Day	Robt. E. Brackett Principal	1858		Non-Sect.
Lincoln Academy New Castle, Me.	Bdg. Day	Mr. Briggs Principal	1805		4 yrs. Non-Sect.
Maine Central Institute Pittsfield, Me.	Bdg.	Delbert E. Andrews Principal	1866 $62	11 246	4 yrs. Free Bapt.
The Maine Wesleyan Sem. Kent's Hill, Me.	Bdg. Day	J. O. Newton, A.M. President	1824 $325	16 200	 Meth.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
North Yarmouth Academy Yarmouth, Me.	Bdg. Day	J. O. HALL, Jr., A.B. Principal	1814 $250	4 44	4 yrs. Non-Sect.
Oak Grove Seminary Vassalboro, Me.	Bdg.	ROBERT E. OWEN Principal	1849 $230	7 86	Friends
Parsonfield Seminary N. Parsonfield, Me.	Bdg.	S. L. MOUNTFORT Principal	1832	5 70	4 yrs. Non-Sect.
Pennell Institute Gray, Me.	Day	M. C. SMART, A.M. Principal	1870	3 49	Non-Sect.
Ricker Classical Institute Houlton, Me.		JONATHAN L. DYER Principal	1848	200	Bapt.
Thornton Academy Saco, Me.	Bdg. Day	E. R. WOODBURY, A.M. Principal	1813	14 209	Non-Sect.
Westbrook Seminary Portland, Me.	Bdg. Day	C. P. QUIMBY, A.B., A.M. President	1831 $350	12 120	4 yrs. Univ.
Austin-Cate Academy Center Strafford, N. H.	Bdg.	FRED C. GRAY, A.B. Headmaster	1833	6 50	4 yrs. Free Bapt.
Brewster Free Academy Wolfeboro, N. H.	Bdg. Day	CHAS. W. HALEY Principal	1887 Free	10 175	4 yrs. Non-Sect.
Colby Academy New London, N. H.	Bdg. Day	G. H. BARRETT, Ph.B. Head Master	1837 $10	11 147	4 yrs. Baptist
Kimball Union Academy Meriden, N.H.	Bdg.	C. A. TRACY, B.L. Principal	1813 $275	10 135	4 yrs. Cong.
N. H. Literary Institution New Hampton, N.H.	Bdg. Day	FRANK W. PRESTON, A.M. President	1821	9 140	Free Will Bapt.
New Ipswich Appleton Acad. New Ipswich, N.H.	Day	H. W. LEWIS	1789		Non-Sect.
Pinkerton Academy Derby, N.H.		PERLEY HORNE, A.M. Principal	1814		Non-Sect.
Proctor Academy Andover, N.H.	Bdg. Day	A. G. FLETCHER Principal	1881 $400	10 90	4 yrs. Unit.
Sanborn Seminary Kingston, N.H.	Bdg. Day	Z. W. KEMP, Ph.D. Principal	1883 $55	8 112	Non-Sect.
Tilton Seminary Tilton, N.H.	Bdg. Day	GEO. L. PLIMPTON Principal	1845 $600	22 275	Meth.
Burr & Burton Seminary Manchester, Vt.	Bdg.		1829 $36	6 120	Non-Sect.
Goddard Seminary Barre, Vt.	Bdg.		1863 $199	12 192	4 yrs. Univ.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Lyndon Institute Lyndon Center, Vt.	Bdg. Day	O. D. MATHEWSON, A.M. Principal	1867	250	Non-Sect.
Montpelier Seminary Montpelier, Vt.	Bdg. Day	Rev. JOHN W. HATCH Principal	1832	10 200	6 yrs. Meth
St. Johnsbury Academy St. Johnsbury, Vt.	Bdg. Day	JOSEPH A. DAVIS Principal	1843	19 350	Non-Sect.
St. Michael's College Winooski Park, Vt.	Bdg.		1904 $250	12 109	4 yrs. R.C.
Troy Conference Academy Poultney, Vt.	Bdg.	C. L. LEONARD, A.B., D.D. Principal	1834 $400	17 350	4 yrs. Meth.
Vermont Academy Saxtons River, Vt.		(To be opened in 1921)	1876		
Amer. Internat'l Coll. Acad. Springfield, Mass.		C. S. MCGOWN, M.H. Chancellor	1885	14	4 yrs. Non-Sect
Ames Family School Chicopee, Mass.	Bdg.	Mrs. E. W. HALE Principal	$600	15	Non-Sect
Beacon School [Mass. 1440 Beacon St., B'kline.	Bdg. Day	Mrs. A. H. ANDREW Principal	1917 $800		Chr. Sci.
Beaver School, Inc. 9 Beaver Pl., Boston, Mass.		Miss A. J. GANNETT, B.S. Principal	$300	8 30	Non-Sect.
The Buckingham School 2 Buck. Pl., Camb., Mass.	Day	K. M. THOMPSON, A.B. Principal	1902 $275	16 135	Non-Sect
Chestnut Hill School [Mass. Hammond St., Chest. Hill,	Day	Miss MAY MORSE Miss C. BENTLEY, A.B.	1893 $350	12	11 yrs. Non-Sect.
Cushing Academy Ashburnham, Mass.	Bdg. Day	H. S. COWELL, A.M. Principal	1875 $620	17 266	Non-Sect
Dean Academy Franklin, Mass.	Bdg. Day	A. W. PEIRCE, Litt.D. Head Master	1865 $450	18 246	4 yrs. Univ.
Dedham School 700 High St., Dedham, Mass.		Miss BERTHA HEWINS	1918		
Deerfield Academy [Mass. 13 Albany Rd., Deerfield,	Bdg.	FRANK L. BOYDEN HOWARD B. GIBBS	1799 $900		Non-Sect.
Derby Academy Hingham, Mass.	Day	Mrs. M. M. BURDETT Principal	1784 $105	12 114	Non-Sect.
Eastern Nazarene College Wollaston, Mass.	Bdg.	F. J. SHIELDS, A.M. President	1900	17 75	4 yrs.
Miss Hammond's School 385 Essex St., Salem, Mass.	Day	J. HAMMOND, S.B. Director	1891		Non-Sect.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Lancaster Junior College South Lancaster, Mass.	Bdg.	M. E. Olson President	1882 $75	26 350	Advent.
Milton Academy Milton, Mass.	Day		 $250	 90	3 yrs.
New Salem Academy New Salem, Mass.	Bdg.	Arthur J. Clough Principal	1753 $500	6 51	4 yrs. Non-Sect.
The Park School Brookline, Mass.	Day	Julia B. Park, A.B. Principal	1887 $300	17 129	Non-Sect.
Shady Hill School Shady Hill Sq., Camb., Mass.	Day	F. Luther Cobb Principal	1915 $300	15	
Thayer Academy South Braintree, Mass.	Day	S. B. Southworth, A.B. Head Master	1877 $120	8 120	Non-Sect.
Misses Bronsons' School 313 Hope St., Prov., R.I.	Day	C. C. Bronson C. A. Bronson	1897 $125		12 yrs. Non-Sect.
The East Greenwich Acad. East Greenwich, R.I.	Bdg.	Dr. F. D. Blakeslee	1802	150	Meth.
Gordon School 405 Angell St., Prov., R.I.	Day	Dr. Helen W. Cooke Principal	1910 $150	17	7 yrs.
Edgewood School [Conn. Edgewood Dr., Greenwich,	Bdg. Day	Mrs. M. L. Johnson Director	1910 $950	11	
The Gilbert School Winsted, Conn.	Day	W. D. Hood, A.B. Principal	1895 $50	19 350	Non-Sect.
Morgan School Clinton, Conn.		G. E. Eliot, A.B., A.M.	1871	250	Non-Sect.
The Norwich Free Acad. Norwich, Conn.	Day	H. A. Tirrell, A.M. Principal	1854 $80	28 615	4 yrs. Non-Sect
Unquowa School Bridgeport, Conn.	Day	Edw. A. C. Murphy Principal	1917 $250	7 50	5 yrs.
Adelphi Academy Lafayette Ave., B'klyn, N.Y.	Day	E. C. Alder, A.B., A.M. Principal	1863 $250	66 830	13 yrs. Non-Sect.
The Cazenovia Seminary Cazenovia, N.Y.	Bdg. Day	Chas. E. Hamilton, A.M., D.D. Pres.	1824 $450	16 253	4 yrs. Meth.
Children's House Tarrytown N.Y.	Bdg.	Mrs. J. C. B. Hebbard Principal			Non-Sect.
Children's School 32 W. 6th St., N.Y. City	Day	M. Naumberg Director	1914 $400	15 100	7 yrs. Non-Sect.
City and Country School 14 MacDougal Al., N.Y.C.		Caroline Pratt Director	1916	12	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Clark Sch. for Concentration 72d & W. End Ave., N.Y.C.		THOMAS F. CLARK Principal	 $1800	23	
Ethical Culture School Central Pk. W., N.Y.C.	Day	F. C. LEWIS, M.A. Superintendent	1878 $385	72 755	13 yrs. Non-Sect.
Flatbush School Newkirk Ave., B'klyn, N.Y.	Day	D. R. LITTLE, A.M., Pd.M. Principal	1914 $225	20 260	14 yrs.
Friends Academy Locust Valley, L.I., N.Y.	Bdg. Day	S. A. SMITH, A.B. Principal	1876 $600	17 140	11 yrs. Friends
Friends School [N.Y. Schermerhorn St., B'klyn,	Day	GUY WILBUR CHAP- MAN, A.M. Prin.	1867 $220	19 208	13 yrs. Friends
Friends Seminary 226 E. 16th St., N.Y. City	Day	J. L. CARVER, A.M., Ph.D. Principal	1860 $260	11 265	13 yrs. Friends
Genesee Wesleyan Sem. Lima, N.Y.	Bdg. Day	E. D. SHEPARD, A.M., D.D. President	1832 $330	23 233	4 yrs. M.E.
Glens Falls Academy Glens Falls, N.Y.	Day	J. THACHER SEARS Head Master	1841	9 100	4 yrs. Non-Sect
Glover School Bronxville, N.Y.			1919	40	
Grayrock Coun. Home Sch. Chappaqua, N.Y.	Bdg. Day	Mrs. J. COX, JR., B.L., D.Sc. Directress	1910 $100	3 18	
Hartwick Seminary Hartwick Seminary, N.Y.	Bdg. Day	J. G. TRAVER, A.B. Principal	1797 $275	7 60	 Luth.
Horace Mann School B'dw'y & 120th St., N.Y.C.	Day	H. C. PEARSON, A.B. Principal	1887 $315	75 900	6 yrs. Non-Sect.
Houghton Seminary Houghton, N.Y.	Bdg. Day	J. S. LUCKEY, A.M., Pd.M. President	1883	12 180	4 yrs. Meth.
Immaculate Heart Acad. Watertown, N.Y.		MOTH. M. JOSEPHINE Principal		60	R.C.
Mrs. M. Lewtas Burt's Bdg. Sch. Graylock, Peekskill, N.Y.	Bdg.	Mrs. M. L. BURT Principal	 $840	20	Non-Sect.
Lincoln Sch. of Teach. Coll. 646 Park Ave., N.Y.City	Day	O. W. CALDWELL Director	1917		6 yrs. Non-Scet.
Montessori Sch. & Ch. House 673 W. End Ave., N.Y. City		Mrs. H. R. MARGULIES Director	1914		
Miss Nightingale's Classes 20 E. 92d St., N.Y. City			1918	150	Non-Sect.
The Oakwood Seminary Union Springs, N.Y.	Bdg. Day	W J. REAGAN, A.B., A.M. Principal	1796 $400	13 80	 Friends

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Open Air School 122 E. 64th St., N.Y.C.	Day	JOSEPHINE EMERSON	 $450	8	 Non-Sect.
Palmer Inst.-Starkey Sem. Lakem't, Yates Co., N.Y.	Bdg. Day	M. SUMMERBELL, D.D. LL.D. President	1839 $350	12 88	4 yrs.
Park School Jewett Ave., Buffalo, N.Y.		Miss M. H. LEWIS Principal			
Pelham Manor Day School Pelham Manor, N.Y.	Day	E. D. LARRABEE, A.B., M.A. Prin.	1916 $350	7 70	12 yrs. Non-Sect.
Mr. Picke's School 59 E. 6th St., N.Y.City		HERBERT L. PICKE			
Rhodes Prep. School 8 W. 125th St., N.Y. City	Day Eve.		1911	 1500	
Roger Ascham School White Plains, N.Y.	Day	Mrs. JOSEPH ALLEN	1910 $300	14 130	14 yrs. Non-Sect.
Scarborough School Scarborough, N.Y.	Day	WILFORD M. AIKIN Director	1913 $250	17	12 yrs.
Sch. of Natural Development 620 Riverside Dr., N.Y.City		BELLE THOMPSON Director			
Shore Acres, W. Islip Sch. Babylon, N.Y.	Bdg. Day	MARY M. HADDEN Director	1920 $1200	 25	13 yrs. Non-Sect.
Social Motive School 526 W. 114th St., N.Y.C.	Day		1915 $160		9 yrs. Non-Sect.
Staten Island Academy New Brighton, S.I., N.Y.	Day	J. F. DUNNE, A.M. Head Master	1887 $300	20 248	 Non-Sect.
Sun. Inst. of Art, Study & Play 473 West End Ave., N.Y. City		S. MILDRED STRAUSS Director	1916		
Utica Country Day School Utica, N.Y.	Day	FRANK R. PAGE Principal	1920		
Washington School 173 E. 60th St., N.Y. City	Day	PHILIP W. L. COX, A.M., Head Master	1920 $400		12 yrs. Non-Sect.
Winnwood Home School Lake George, L.I., N.Y.		EARL J. WINN Principal	1914	75	 Non-Sect.
Ferrer Modern School Stelton, N.J.			1911	100	
Hoboken Academy Hoboken, N.J.	Day	WM. C. RAYMOND, A.B., Pd.M. Prin.	1860 $180	13 167	5 yrs. Non-Sect.
Newark Preparatory School Springfield Ave., N'w'k, N.J.		LEON TERRY Principal	1917	7 23	2 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Old Orchard School Leonia, N.J.	Bdg. Day	Mrs. A. G. Noyes, B.Sc. Principal	1912 $800	5 10	5 yrs. Non-Sect.
Passaic Collegiate School Passaic. N.J.	Day	M. M. Brown Principal	1896		Non-Sect.
Prospect Hills School [N.J. 435 Bellevue Ave., Trenton,	Day	Sherred W. Adams Principal	1917 $200		Non-Sect.
Short Hills School Short Hills, N.J.	Day	Geo. A. Land, Ph.D. Head Master	1902 $300	115	Non-Sect.
Somerset Hills School Far Hills, N.J.	Bdg. Day	H. B. Lance, A.B. Head Master	1915	4	
Universal Preparatory Sch. Springfield Ave., N'w'k, N.J.		Simon Simons, Ph.D. Principal	 $600	16	4 yrs.
Abington Friends School Jenkintown, Pa.	Day	Mrs. L. M. Kellogg Principal	1887 $150	100	Friends
Academy of the New Church Bryn Athyn, Pa.	Bdg. Day	C. E. Doering, A.M. Dean	1877 $290	30 160	13 yrs. Swed
Central Preparatory School 1421 Arch St., Phila., Pa.	Day	B. C. Crowell Principal			Non-Sect.
The Easton Academy Easton, Pa.	Day	Samuel R. Park Principal	1884	100	Non-Sect.
Friends Central School 15th & Race Sts., Phila., Pa.	Day	Chas. B. Walsh	1845 $225	26 700	Friends
Friends' Select School Philadelphia, Pa.	Day	W. W. Haviland, A.B. Principal	1689 $200	22 220	12 yrs. Friends
George School [Pa. Geo. Sch. P.O., Bucks Co.,	Bdg. Day	Geo. A. Walton, A.M. Principal	1893 $600	28 251	5 yrs. Friends
Germantown Friends Sch. Germantown, Pa.	Day	S. R. Yarnall, A.M. Principal	1845 $250	10 537	12 yrs. Friends
Johnson School Scranton, Pa.	Day	Robert B. Keller Director	1918	8	
Montessori Bdg. & Day Sch. Spruce St., Phila., Pa.	Bdg.		1914	50	
Oak Lane Coun. Day Sch. Oak Lane, Phila., Pa.	Day	F. M. Garver, A.B., A.M. Head Master	1916 $375	24	12 yrs. Non-Sect.
Perkiomen Seminary Pennsburg, Pa.	Bdg. Day	Rev. O. S. Kriebel, A.M., D.D. Prin.	1892 $600	17 250	Non-Sect.
Pittsburgh Academy 531 Wood St., Pitts., Pa.		R. H. Merrill, B.S., B.D., D.D. Pres.	1882	30	Non-Sect.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
St. Joseph's Academy McSherrystown, Pa.		Mother Superior	1854 $125		12 yrs. Non-Sect.
Sch. of Childhood, Univ. of Pittsburgh, Pittsburgh, Pa.		Miss M. Smith Director	1912		Non-Sect
Schuylkill Seminary Reading, Pa.		Rev. W. F. Teel, Ph.B., A.M., D.D.	1881 Prin.	150	Evang.
Sewickley Preparatory Sch. Sewickley, Pa.		Robt. E. Beaton Principal		120	Non-Sect.
Shady Hill Coun. Day Sch. Germantown, Pa.	Day	Helen M. O'Neill Principal	1912 $420	16 66	Non-Sect.
Temple University Philadelphia, Pa.	Bdg.	Irene Kramer Director	1894		7 yrs. Non-Sect.
Westtown School Westtown, Pa.	Bdg.	Geo. L. Jones, A.B. Principal	1799 $300	24 224	7 yrs. Friends
Williamsport Dickinson Sem. Williamsport, Pa.	Bdg. Day	Rev. B. C. Conner, D.D. President	1848 $500	11 108	Meth.
Wyoming Seminary Kingston, Pa.	Bdg.	Dr. L. L. Sprague President	1844 $475	28 524	5 yrs. M.E.
York Collegiate Institute York, Pa.	Day	Chas. H. Ehrenfeld, Ph.D. Principal	1871 $100	10 155	0 yrs. Non-Sect.
Friends School 4th St., Wilmington, Del.		H. A. Norris, A.M. Principal	1748	23 350	Friends
Tower Hill School Tower Rd., Wilm'gt'n, Del.	Day	J. D. Skilton, A.M., S.T.D. Hd. Mas.	1919 $300	22 211	12 yrs.
Wesley Collegiate Inst. Dover, Del.	Bdg.	Henry G. Budd, D.D. President	1873	16 165	Meth.
Blue Ridge College Acad. New Windsor, Md.	Bdg.	Ross Dale Murphy Acting President	1899 $225	24 159	4 yrs.
Calvert School 2 Chase St., Baltimore, Md.	Day	V. M. Hillyer, A.B. Head Master	1897		Non-Sect.
Chevy Chase Co. Day Sch. Chevy Chase, Md.	Bdg. Day	S. Cobb, A.B., A.M. Principal	1919 $500	4	Non-Sect.
Friends School Baltimore, Md.	Day	Edw. C. Wilson, B.S. Principal	1899 $240	40 500	Friends
The Park School Liberty Hts. Ave., Balt., Md.	Day	E. R. Smith, A.M. Head Master	1912 $250	22 230	11 yrs. Non-Sect.
Washington College Chestertown, Md.	Bdg. Day	C. P. Gould, Ph.D.	1782 $315	11 112	Non-Sect.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Sidwells' Friends School 1811 I St., Wash., D.C.	Day	T. W. SIDWELL, A.M. F. H. SIDWELL, A.B.	1883 $290	21 292	12 yrs. Non-Sect.
St. George's School Norfolk, Va.	Day	E. H. SOUTHALL Principal	1902 $200	11 80	12 yrs. Non-Sect.
Shenandoah Collegiate Inst. Dayton, Va.	Bdg.	J. H. RUEBUSH General Manager	1875 $275	11 600	4 yrs. Non-Sect.
Shenandoah Lutheran Inst. New Market, Va.		Mrs. W. J. FINCKE, M.E. Principal		6 65	8 yrs. Luth.
Shenandoah Valley Acad. New Market, Va.	Bdg.	H. M. FORSHEE Principal		9	4 yrs.
Acad. of Davis & Elkins Co. Elkins, W. Va.	Bdg. Day	JAMES E. ALLEN President	1904	 140	3 yrs.
Brevard Institute Brevard, N. C.	Bdg.	C. H. TROWBRIDGE Principal	1895 $153	14 326	12 yrs. Meth.
Buies' Creek Academy Buies' Creek, N.C.	Bdg. Day	J. A. CAMPBELL, B.A. Principal	1887	15 514	 Non-Sect.
Catawba Academy Newton, N.C.	Bdg.	A. D. WOLFINGER, D.D. President	1851 $229	6 183	4 yrs.
Cottage School Pinehurst, N.C.	Day	MARY CHAPMAN Principal		7 40	
Country Life Academy Star, N.C.		Rev. E. F. GREEN, B.A., M.A. Pres.	1911 $100	8 223	
Dell School Delway, N.C.	Bdg.	OWEN F. HERRING Principal	1902 $155	10	12 yrs. Baptist
Fruitland Institute Hendersonville, N.C.	Bdg.	N. A. MELTON, B.A. Principal	1899	9 198	5 yrs. Baptist
St. Paul's School Beaufort, N.C.	Bdg. Day	Mrs. N. P. GEOFFROY	1899	 275	 Epis.
Washington Collegiate Inst. Washington, N.C.	Bdg. Day	M. O. FLETCHER President	1913	 170	
Weaver College Weaverville, N.C.	Bdg.	Dr. EUGENE BLAKE President	1854	8 171	4 yrs. M.E.
Gibson-Mercer Institute Bowman, Ga.	Bdg.	J. P. CASH Principal	1892	 150	 Baptist
The Hearn Academy Cave Spring, Ga.	Bdg.	W. H. MCDANIEL, B.S. President	1838		 Baptist
Mount Zion Seminary Mount Zion, Ga.		LEE S. TRIMBLE Superintendent	1880	6 156	4 yrs. M.E

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Locust Grove Institute Locust Grove, Ga.	Bdg. Day	CLAUDE GRAY, A.B. Principal	1894	 200	5 yrs. Baptist
N. Ave. Presb. Ch. Day Sch. Atlanta, Ga.	Day	T. S. ASKEW, B.A. Principal	1909 $100	16 230	11 yrs. Presb.
Pape School Savannah, Ga.	Day	NINA A. PAPE Principal	1901 $125	20 90	12 yrs. Non-Sect.
Reinhardt College Waleska, Ga.	Bdg.	Rev. T. M. SULLIVAN, A.B., B.D. Pres.	1883	15 365	12 yrs.
Sparks Collegiate Institute Sparks, Ga.	Bdg.	Rev. L. MOORE, A.B., B.D. President	1902	12 175	10 yrs. Meth.
Young L. G. Harris College Young Harris, Ga.	Bdg.	Rev. J. O. SHARP, A.B. President	1887	12 55	6 yrs. Meth
The Acad. of Rollins College Winter Park, Fla.	Bdg.	GEO. M. WARD, D.D., LL.D. President	1885 $295	17 100	4 yrs.
The Cross School [Ky. 924 4th Ave., Louisville,	Bdg. Day	Mrs. L. B. CROSS, Principal	1895	9	12 yrs. Non-Sect.
Palm Beach Private School Atlantic Ave., Plm. Bch., Fla.	Day	CAROLINE E. GATES Principal	1917	10 53	12 yrs. Non-Sect.
Cumberland College Williamsburg, Ky.	Bdg.	E. E. WOOD, A.M. President	1888 $24	20 450	6 yrs. Bapt.
Sue Bennett Memorial Sch. London, Ky.	Bdg.	A. W. MOHN, B.L. Principal		22 395	4 yrs. M.E.
Athens Sch. of Univ. of Chat'n'ga, Athens, Tenn.	Bdg.	F. W. HIXSON, D.D. President	1867	21 180	6 yrs. M.E
Baxter Seminary Baxter, Tenn.	Bdg. Day	C. W. COLEMAN, B.S. Principal	1910 $150	9 298	9 yrs. Meth.
Carson and Newman Coll. Jefferson City, Tenn.	Bdg.	J. M. BURNETT President	1851	 200	4 yrs.
Hiwassee College Sweetwater, Tenn.	Bdg.	Rev. J. E. LOWEY, A.M. Rev. E. BLAKE, A.M.,	1849	14 202	6 yrs.
Lincoln Memorial Univ. Harrogate, Tenn.	Bdg.	G. A. HUBBELL, Ph.D. President	1897	29 742	4 yrs. Non-Sect.
Peoples School Franklin, Tenn.	Bdg. Day	R. G. PEOPLES, B.A. Principal	1903 $400	4 141	4 yrs.
Polytechnic School Maryville, Tenn.	Bdg.	C. W. HENRY, M.A. Principal	1802	11	4 yrs.
Price-Webb School Lewisburg, Tenn.	Day	E. T. PRICE Principal	1912	 100	

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Tusculum College Greeneville, Tenn.	Bdg.	Rev. C. O. Gray, A.M., D.D. Pres.	1794	29 216	4 yrs. Presb.
Watauga Academy Butler, Tenn.	Bdg.	L. Q. Haynes, M.A. Principal	1900 $138	5 115	4 yrs. Baptist
John H. Snead Seminary Boaz, Ala.	Bdg.	Wm. Fielder, D.D. President	1899	22 620	6 yrs. Meth.
Sch. of Organic Education Fairhope, Ala.		M. L. Johnson Principal	1907 $750		
Thorsby Institute Thorsby, Ala.	Bdg. Day	Rev. S. H. Herbert, A.B., B.D. Prin.	1901		Cong.
Meridian College Meridian, Miss.	Bdg.	John W. Beeson M. A. Beeson	$250	12 230	M.E.
Prosso Preparatory School 3106 Main St., Houston, Tex.	Day	J. P. Richardson, Ph.D.	1900	9 80	6 yrs. Non-Sect.
San Marcos Academy San Marcos, Tex.	Bdg. Day	J. V. Brown, M.A. President	1908 $500	32 504	4 yrs. Baptist
Southwestern Junior Coll. Keene, Tex.	Bdg.	Wm. E. Nelson President	1894 $292	20	Advent.
Friends Boarding School Barnesville, Ohio	Bdg.	J. Wetherill Hutton Principal	1837	8 66	4 yrs. Friends
Grand River Institute Austinburg, Ohio	Bdg.	E. W. Hamblin, B.S. Principal	1831 $400	11	5 yrs. Non-Sect.
The Moraine Park School Dayton, Ohio	Co.D.	Frank D. Slutz Principal	1917	9 126	Non-Sect.
Mount Vernon Academy Mount Vernon, Ohio	Bdg.	C. L. Stone Principal	1893	13	4 yrs. Advent.
New Lyme Institute New Lyme, Ohio	Bdg.	W. N. Spreckman, A.B., A.M. Pres.	1878	10 63	4 yrs. Non-Sect.
Western Reserve Acad. Hudson, Ohio	Bdg.	H. O. Sluss, A.B. Principal	1826	9 97	4 yrs. Presb.
Yale School Youngstown, Ohio	Day	Alice D. Holmes Principal	1897 $250	13	12 yrs. Non-Sect.
University School Avondale, Cinn., Ohio	Co.D.	W. E. Stilwell, A.B., A.M. Hd. Master	1903 $300	21 250	13 yrs. Non-Sect.
Central Academy Plainfield, Ind.		Hadley H. Kelsey Principal	1881	22	Friends
Manchester College North Manchester, Ind.	Bdg.	L. W. Shultz, A.B. President	1889	11 115	4 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Marion Normal Institute Marion, Ind.	Bdg.	S. P. HATTON, A.M. President		19 372	2 yrs. Meth.
Taylor University Upland, Ind.	Bdg.	M. VAYHINGER, A.M., D.D. President		245	4 yrs.
Calvin College Grand Rapids, Mich.		A. J. ROOKS, A.M. Principal	1876	363	Non-Sect.
Ferris Institute Big Rapids, Mich.	Bdg.	W. N. FERRIS Principal	1884	27 850	
Spring Arbor Seminary Spring Arbor, Mich.	Bdg.	VERNE L. DAMON Principal	1873	9 120	Free Meth.
Waverly Home & Day Sch. 109 Webb, Det., Mich.	Bdg. Day	GEO. L. BIXBY, M.S. Director	1913 $500	3 16	8 yrs. Chr. Sci
Augustana College Rock Island, Ill.	Bdg.	Rev. G. A. ANDREW, President	 $400	42 90	4 yrs. Luth
Carthage College Carthage, Ill.	Bdg.	H. D. HOOVER, A.M., Ph.D., S.T.D. Pres.	1870	17	4 yrs. Non-Sect.
Elgin Academy Elgin, Ill.	Bdg. Day	ERNEST P. CLARK Principal	1839 $60	7 50	6 yrs. Non-Sect.
Elmwood School 5474 Cornell Ave., Chi., Ill.	Bdg. Day	MARY L. FELLOWS Principal	1892 $600	12 125	 Non-Sect.
Fox River Academy Sheridan, Ill.	Bdg.	E. U. AYARS Principal	1900	8	5 yrs. Advent.
The F. W. Parker School [Ill. 330 Webster Ave., Chicago,	Day	FLORA J. COOKE Principal	1901 $300	43 415	 Non-Sect.
Geneseo Coll. Institute Geneseo, Ill.	Bdg. Day	N. W. THORNTON, A.M. Principal	1884 $300	8 100	4 yrs. Presb.
Luther Institute 120 N. Wood St., Chi., Ill.	Day	WM. C. HERRMANN President	1908	7	4 yrs. Luth.
Mooseheart Mooseheart, Ill.	Bdg.	JAMES J. DAVIS Director	1913	700	 Moose
North Park College Kedzie Ave., Chi., Ill.	Bdg.	D. NYVALL President	1891	10 87	4 yrs. Swed. Evan.
St. Patrick's Academy Momence, Ill.	Bdg.	SISTERS OF SACRED HEART OF MARY			 R.C.
The Shurtleff Academy Alton, Ill.	Bdg.	GEO. M. POTTER President	1827 $75	5 198	4 yrs. Baptist
Stickney School [Ill. 1054 Hollywood Ave., Chi.,	Day	J. N. STICKNEY JOSEPHINE STICKNEY	1893	10 128	 Non-Sect.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
The University High Sch. 58th St., Chicago, Ill.	Day	GEO. L. HARRIS Acting Principal	1903	40 400	Non-Sect.
Vermillon Academy Vermilion Grove, Ill.	Day	F. O. MARSHALL, Ph.B. Principal	1874 Free	5 31	4 yrs. Friends
Wheaton Academy Wheaton, Ill.	Bdg.	WM. F. RICE, A.M. Dean	1855	14 80	4 yrs. Non-Sect.
Whipple Academy Jacksonville, Ill.		C. H. RAMMELKAMP, Ph.B., Ph.D. Pres.	1860		Presb.
Bethel Academy Bethel, Wis.	Bdg.	H. T. ELLIOTT Principal	1890 $233	10	5 yrs. Advent.
Central Wisconsin College Scandinavia, Wis.	Bdg.	A. O. B. MOLLDUM, M.A. President	1893 $215	12 44	4 yrs. Luth.
Evansville Sem'y and Jr. Col. Evansville, Wis.	Bdg. Day	R. R. BLEWS, Ph.D. President	1855 $48	9 200	7 yrs. Free Meth.
Walderly Academy Hines, Wis.	Bdg.	EDGAR A. VON POHLE Principal	1916	9	4 yrs. Advent.
Milwaukee University Sch. 558 B'dw'y, Milw'kee, Wis.	Day	MAX GRIEBSCH Director	1851	24 200	12 yrs. Non-Sect.
Wayland Academy Beaver Dam, Wis.	Bdg.	E. P. BROWN, A.B. Principal	1855 $500	13 140	4 yrs. Baptist
Bethel Academy [Minn. 1480 N. Snelling Ave., St. Paul,	Bdg.	A. J. WINGBLADE Principal	1905 $33	18 235	4 yrs. Swed. Bapt.
Luther Academy Albert Lea, Minn.	Bdg.	K. J. JACOBSON, B.A. President	1888 $205	12 133	4 yrs. Luth.
Minnehaha Academy Minneapolis, Minn.	Bdg.	T. W. ANDERSON, A.M. President	1884	11 424	4 yrs.
Jewell Lutheran College Jewell, Ia.	Bdg.	Rev. H. A. OKDALE, B.A. President	1893	11	4 yrs. Luth.
Morningside College Sioux City, Ia.	Bdg.	CHAS. A. MARSH, B.S. Principal	1894 $40	34 97	4 yrs. M.E.
Oak Park Academy Nevada, Iowa		G. W. HABENICHT, A.B. Principal	1902	11	4 yrs. Advent.
Penn College Academy Oskaloosa, Ia.	Day	CHAS. L. COFFIN Principal	1864	170	Friends
Ottawa University Academy Ottawa, Kan.	Day	L. M. BROWN, A.M. Principal	1885 $282	26 100	4 yrs. Baptist
Washburn Academy Topeka, Kansas		WILSON C. WHEELER Principal	1865	100	Cong.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Nebraska Central College Central City, Neb.	Bdg.	H. J. Coppock, A.B., A.M. President	1899	10 40	2 yrs. Friends
Nebraska Wesleyan Univ. Univ. Place, Neb.	Bdg.	I. B. Schreckengast, B.S., Ph.M., D.D. Chancellor	1887	46 55	4 yrs. M.E.
Shelton Academy Shelton, Neb.	Bdg.	G. C. George, B.A. Principal	1919	12	4 yrs. Advent.
Kidder Institute Kidder, Mo.	Bdg.	G. W. Shaw, A.M. Principal		5 101	4 yrs. Cong.
The Principia [Mo. Principia Pk., St. Louis,	Bdg. Day	F. E. Morgan, A.B. Director	1898 $900	60 450	6 yrs. Non-Sect.
Tarkio College Tarkio, Mo.	Bdg.	Rev. Joseph Addison Thompson, D.D., LL.D.	1883 $387	8 22	4 yrs.
The University Schools Columbia, Mo.	Day	Dr. J. L. Meriam Superintendent	 $20		Non-Sect.
Wessington Springs Jr. Coll. Wessington Springs, S.D.	Bdg.	Rev. Wm. B. Olmstead, Ph.B., A.M.	1887	14 37	4 yrs. Meth.
Henderson-Brown College Arkadelphia, Ark.	Bdg.	J. M. Workman, A.B., LL.D. President	1890	9 255	4 yrs. Meth.
Gila Academy Thatcher, Ariz.		A. C. Peterson, A.B. Principal	1891	7	4 yrs. Mormon
Snowflake Stake Acad. Snowflake, Ariz.		S. L. Fish, A.B. Principal	1889	8 118	4 yrs. Mormon
Froebel House-School Colorado Springs, Colo.	Bdg. Day	Lavinia A. Small Principal	1908	15	 Non-Sect.
Price Academy Price, Utah		Albert C. Hoover, A.B. Principal	1905	47	
Uintah Academy Vernal, Utah	Day	H. L. Reid, A.B. Principal	1892	7	4 yrs. Mormon
Wasatch Academy Mt. Pleasant, Utah	Bdg.	Chas. L. Johns, A.B. Principal	1875	18 224	 Presb.
Westminster College Salt Lake City, Utah	Bdg. Day	Herbert W. Rehrd President	1875 $140	 100	4 yrs. Presb.
Laurelwood Academy Gaston, Ore.	Bdg.	Joseph L. Kay Principal	1904	13	6 yrs. Advent.
Pacific College Newburg, Ore.	Bdg.	Levi T. Pennington President	1885 $248	13 100	4 yrs. Friends
Sutherlin Academy Sutherlin, Ore.		John E. Weaver Principal	1919 $150	11	4 yrs. Advent.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course Control
Pacific Lutheran Academy Parkland, Wash.		Rev. N. H. HONG Principal	1891	 212	
Seattle Pacific College Seattle, Wash.	Bdg. Day	O. E. TIFFANY, A.M., Ph.D. President	1893 $50	20 325	16 yrs. Free Meth.
Berkeley Hall School 2211 4th Ave., Los. Ang., Cal.	Day	LEILA F. COOPER Principal	1911 $125	 105	8 yrs. Chr. Sci
Children's House Carmel-by-the-Sea, Cal.	Bdg.	Mrs. GRACE BOKE	1920 $1200		Non-Sect.
Cora L. Williams Inst. Berkeley, Cal.	Day	C. L. WILLIAMS, Ph.B., M.S. Prin.	1917	20 70	12 yrs. Non-Sect
Glendora Foot-Hills School Glendora, Cal.	Bdg. Day	Mrs. L. W. DALZELL A. H. SUTHERLAND	 $800	7 30	 Non-Sect.
Miss Grace Fulmer's Sch. 1550 W. Adams, L. Ang., Cal.	Day	GRACE FULMER Principal	 $125		
La Grange School [Cal. 304 S. Westlake Ave., L.A.,	Bdg. Day	M. C. LAGRANGE	1916 $650	10	 Non-Sect
La Verne College La Verne, Cal.	Bdg.	S. J. MILLER, A.M., L.H.D. Principal	1891 $250	16 96	4 yrs.
Lodi Academy Lodi, Cal.	Bdg.	ROBERT A. HARE Principal	1908	13	4 yrs. Advent.
Montessori School [Cal. 2140 Highl'd Ave., H'lyw'd	Bdg. Day		1917		
Polytechnic Elem. School Pasadena, Cal.	Day	GRACE HENLEY Principal	1907 $200	26 253	 Non-Sect.
Raja Yoga Academy Point Loma, Cal.		ETHEL WOOD DUNN Principal			 Theos.
Miss Reilly's School [Cal. 263 Ellendale Pl., L. Ang.,	Bdg. Day	HELEN C. REILLY Principal	 $700		 Non-Sect
Washburn School San Jose, Cal.	Day	MARY E. MEYRICK Principal	1894		12 yrs. Non-Sect
Whittier College Whittier, Cal.	Bdg.	H. N. WRIGHT, M.S., Ph.D. President	1901	18 65	 Friends
Punahou School Honolulu, Hawaii	Bdg. Day	A. F. GRIFFITHS Principal	1841	49 810	

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
Faelten Pianoforte School 30 Huntington Ave., Boston, Mass.	CARL FAELTEN Director	1807 $180	15 700	4 yrs.
Fox-Buonamici School of Pianoforte Playing Boston, Mass.	FELIX FOX CARLO BUONAMICI	1908	11 165	
N. E. Conservatory of Music Huntington Ave., Boston, Mass.	GEORGE W. CHADWICK Director	1853 $275	125 2000	4 yrs
Weltman Conservatory of Music Pleasant St., Malden, Mass.	LEON WELTMAN Director		24	
The New Haven School of Music New Haven, Conn.	HAROLD HUNI Musical Director	1911 $225	6 100	
The Am. Inst. of Applied Music 212 W. 59th St., N.Y. City	KATE S. CHITTENDEN	1886	29 400	
The Bennett School of Music Millbrook, N.Y.	HORACE MIDDLETON			2 yrs. Bdg.
Brooklyn Conservatory of Music Franklin Ave., Brooklyn, N.Y.	ADOLF WHITELAW Director	1897	44	
Crane Normal Institute of Music Potsdam, N.Y.	JULIA E. CRANE Principal	1884 $240	10 70	3 yrs.
The David Mannes Music School 157 E. 74th St., N.Y. City	Mr. and Mrs. DAVID MANNES	1916 $300	39	
The Inst. of Mus. Art of N.Y. 120 Claremont Ave., N.Y. City	FRANK DAMROSCH, Mus.D. Director	1905 $150	67 648	3 yrs.
The Ithaca Conservatory of Music Ithaca, N.Y.	W. G. EGBERT, Mus.M. President	1892 $160	40 530	4 yrs
Master School of Music 96 Clinton St., Brooklyn, N.Y.	Mme. M. GUTTMAN-RICE Principal	1904 $250	9 21	4 yrs
New York College of Music 128 E. 58th St., N.Y. City	CARL HEIN President	1878	42 500	2 yrs
New York School of Music & Arts 150 Riverside Drive, N.Y. City	RALFE L. STERNER Director	1901	27	Bdg
Pelton School of Music 1380 Pacific St., Brooklyn, N.Y.	FLORENCE E. PELTON President	1898	23	
Skidmore School of Arts Saratoga Springs, N.Y.	ALONZO S. OSBORN Director			4 yrs

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
Syracuse University Syracuse, N.Y.	GEORGE A. PARKER Dean	1873 $175	18	4 yrs.
Carnegie Institute, School of Music Pittsburgh, Pa.	A. A. HAMERSCHLAG President	1912		
Combs Broad St. Cons. of Music 1327 S. Broad St., Phila., Pa.	GILBERT R. COMBS Director	1885	60 2500	Bdg.
Hyperion School of Music 1714 Chestnut St., Phila., Pa.	FRANKLIN E. CRESSON Director		34	
Philadelphia Musical Academy 1617 Spruce St., Phila., Pa.	CAMILLE W. ZECKWER FREDERICK E. HAHN	1870	85 1500	
Pittsburgh Musical Institute 4259 Fifth Ave., Pittsburgh, Pa.	WILLIAM H. OETTING Director	1915	26 1100	
Temple Univ. Coll. of Music Philadelphia, Pa.	THADDEUS RICH Director			Bdg
Peabody Cons. of Mus. of Balt. Charles St., Baltimore, Md.	HAROLD RANDOLPH Director	1868	85 2300	
Von Unschuld Univ. of Music 1320 F St., N.W., Wash., D.C.	Mme. MARIE VON UNSCHULD		23	
Columbia School of Music and Arts 1615 Monum't Ave.,Richm'd,Va.	MRS. CHANNING WARD HELEN BAKER	1920		
Wesleyan Conservatory of Music Macon, Ga.	REV. WM. F. QUILLIAN, A.B. President	 $120	15 402	
Birmingham Cons. of Music Birmingham, Ala.	MRS. EDNA G. GUSSEN Director	1895	10 200	
Judson College Marion, Ala.	EDWARD L. POWERS Director	1838 $100	28 305	4 yrs.
Cincinnati Conservatory of Music Highland Ave., Cincinnati, Ohio	BERTHA BAUR Director	1867	75	Bdg.
The College of Mus. of Cincinnati Elm St., Cincinnati, Ohio	J. H. THUMAN Manager	1878	24	
Dana's Musical Institute Warren, Ohio	WM. H. DANA, F.C.M. President	1869	12 152	4 yrs. Bdg.
Oberlin Conservatory of Music Oberlin, Ohio	C. W. MORRISON, Mus.D. Director	1865 $560	35 500	4 yrs. Bdg.
The Toledo Conservatory of Music Toledo, Ohio	BRADFORD MILLS, B.M. Director	1900	 575	
West Side Musical College 1900 W. 25th St., Cleveland, O.	STEPHEN COMMERY President	1901	20 450	

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
Marion Conservatory of Music Marion, Ind.	PERCY L. NUSSBAUM President	1898	18 314	
Valparaiso Univ. School of Music Valparaiso, Ind.	HENRY B. BROWN President			
Detroit Conservatory of Music Detroit, Mich.	F. L. YORK, A.M. President	1874 $80	80 3000	4 yrs. Bdg.
Detroit Inst. of Musical Art 1117 Woodw'd Ave., Detroit, Mich.	GUY BEVIER WILLIAMS President	1914	55 1500	
The University School of Music Ann Arbor, Mich.	A. A. STANLEY, A.M., Mus.D. 	1880 $180	30 650	4 yrs.
American Conservatory of Music 300 S. Wabash Ave., Chicago, Ill.	J. J. HATTSTAEDT President	1886	91 3100	4 yrs.
Anna Balatka Academy of Music Lyon and Healy Bldg., Chicago, Ill.	ANNA BALATKA DONATH President	1879	57	
Bergey Chicago Opera School Lyon and Healy Bldg., Chicago, Ill.	THEODORE S. BERGEY Director	1895	6 60	
Bush Conservatory 839 N. Dearborn St., Chicago, Ill.	K. M. BRADLEY Director	1901		Bdg
Caruthers School of Piano Fine Arts Bldg., Chicago, Ill.	JULIA L. CARUTHERS Director	1901	14	
Centralizing School of Music 20 E. Jackson Blvd., Chicago, Ill.	GERTRUDE RADLE-PARADIS President	1907	1000	
Chicago College of Music Kimball Hall, Chicago, Ill.	Mrs. ESTHER HARRIS President		71	
Chicago Musical College 624 S. Mich. Blvd., Chicago, Ill.	FELIX BOROWSKI President	1867	75 3000	
Columbia School of Music 509 S. Wabash Ave., Chicago, Ill.	CLARE O. REED Director	1901	60 200	
The Cosmopolitan Sch. of Music Audit. Bldg., Chicago, Ill.	WILLIAM CARVER WILLIAMS President	1907	50	3 yrs.
Hinshaw Conservatory Kimball Hall, Chicago, Ill.	MARVIN V. HINSHAW President	1889		
Knox Conservatory of Music Galesburg, Ill.	W. F. BENTLEY, Mus.D. Director	1883	9 340	4 yrs. Bdg.
Lake Forest Univ. Sch. of Music Lake Forest, Ill.	MARTA MILINOWSKI, A.B. Director	1916 $750	17 120	4 yrs.
Lyceum Arts Conservatory 600 Lyon & Healy Bldg., Chicago	ELIAS DAY Director		24	

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
M. W. Chase Sch. of Musical Arts 64 E. Jackson Blvd., Chicago, Ill.	MARY WOOD CHASE	1907	37	
The Sch. of Mus. of N.W. Univ. Evanston, Ill.	P. C. LUTKIN, Mus.D. Dean	1891	38 725	3–4 yrs.
The Sherwood Music School 410 S. Mich. Ave., Chicago, Ill.	GEORGIA KOBER President	1910		Bdg.
The Tech. Norm. Sch. of Chicago 3207 Mich. Blvd., Chicago, Ill.	L. MARY SHERWOOD Director	1911		1–2 yrs. Bdg.
Western Conservatory Kimball Hall, Chicago, Ill.	E. H. SCOTT President	1883	140	
Lawrence Conservatory of Music Appleton, Wis.	FREDERICK V. EVANS Dean	1863	200	Bdg.
Macalester Coll. Cons. of Music St. Paul, Minn.	HARRY PHILLIPS Director	1895	30 200	
Minneapolis School of Music 42 8th St., S., Minn., Minn.	WM. H. PONTIUS Director	1907	50 1300	
The Northwestern Cons. of Music 806 Nicollet Ave., Minn., Minn.	OLIVE A. EVERS President	1885	40 700	
Coe Coll. Cons. of Music Cedar Rapids, Iowa	JOHN A. MARQUIS, D.D., LL.D. President		15 433	
Des Moines Coll., Cons. of Mus. Des Moines, Ia.	E. M. USRY Director	1865	200	4 yrs.
Drake Univ., Cons. of Music Des Moines, Ia.	HOLMES COWPER Dean	1881	37 800	9 mos.
Beethoven Cons. of Music Taylor St., St. Louis, Mo.	BROTHERS EPSTEIN Directors	1871	20 634	
Horner Inst. of Fine Arts Broadway, Kansas City, Mo.	EARL ROSENBERG Director	1914	18 400	
Kansas City Cons. of Music [Mo. 1515 Linwood Blvd., Kan. City,	JOHN A. COWAN President	1907	28	
The University School of Music Lincoln, Neb.	A. M. NEWENS President	1894 $200	40 1000	4 yrs.
Coll. of the Pacific, Cons. of Music San José, Cal.	HOWARD H. HANSON Dean	1852 $160	18 200	4 yrs.
Oakland Conservatory of Music Oakland, Cal.	ADOLF GREGORY Director	1891	300	
Univ. of So. Cal., Coll. of Music Los Angeles, Cal.	W. F. SKEELE, A.B. Dean	1886 $240	18 350	4 yrs.

ART SCHOOLS

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Commonwealth Art Colony Boothbay Harbor, Me.	ASA G. RANDALL, B.S. Director	1904 $35	10 500	8 wks. summer
School of Fine Arts 97 Spring St., Portland, Me.	ALICE H. HOWES Manager	1911 $80	3 115	8 mos. day, eve.
Manchester Institute of Arts Manchester, N.H.	ALBERT L. CLOUGH, B.S. President	1898 $5	24 700	7 mos.
Berkshire Summer School of Art Monterey, Mass.	RAYMOND P. ENSIGN ERNEST W. WATSON			6 wks. summer
Cambridge School of Architecture Cambridge, Mass.	H. A. FROST, A.B., M.Arch. Director	1916 $400	7 20	3 yrs.
New School of Design 248 Boylston St., Boston, Mass.	DOUGLAS J. CONNAH VESPER L. GEORGE	1911 $165	6 200	2 yrs.
School of Fine Arts, Crafts, etc. 126 Massachusetts Ave., Boston	KATHERINE B. CHILD Director	1914 $60	7 75	4 yrs.
School of Museum of Fine Arts Huntington Ave., Boston	ALICE F. BROOKS Manager	1876 $110	8 230	8 mos.
School of Worcester Art Museum Worcester, Mass.	H. STUART MICHIE Director	1898 $30	7 200	3 yrs.
Swain Free School of Design 391 County St., New Bedford	H. A. NEYLAND Director	Free	7 100	8 mos.
Art Assocation of Newport Touro Park, Newport, R.I.	HELEN STURTEVANT Director	1912 $48	5 47	day, eve.
Rhode Island School of Design 11 Waterman St., Prov., R.I.	LOUIS EARLE ROWE, A.M. Director	1877 $80	78 1700	winter summer
Connecticut League of Art Students 91 Pearl St., Hartford, Conn.	ALBERTUS E. JONES Director	1888 $36	4 30	eve.
Norwich Art School Norwich, Conn.	HENRY A. TIRRELL Principal	1890 Free	7 175	
Sch. of the Art Soc. of Hartford Hartford, Conn.	HOWELL CHENEY President	1877 $84	3 90	3 yrs.
Yale School of Fine Arts New Haven, Conn.	W. SARGEANT KENDALL Director	1864 $90	11 140	3-4 yrs.
Ardsley School of Modern Art 106 Columbia Hgts., Brooklyn	HAMILTON E. FIELD Director	1916		winter summer

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Art School of Albright Gallery 1110 Elmwood Ave., Buffalo, N.Y.	ARLETTA LOTHROP Superintendent	1885 $80	12 200	3 yrs.
Arts High Sch., Ethical Culture Sch. Central Park, N.Y. City	IRENE WEIR, B.F.A. Director	1913 $300	10 64	2 yrs.
Art Students League 215 West 57th St., N.Y. City	GIFFORD BEAL President	1875 $70	23 1500	winter summer
Beaux-Arts Institute of Design 126 East 75th St., N.Y. City	LLOYD WARREN Director	Free	450	
Bennett School of Fine Arts Halcyon Hall, Millbrook, N.Y.	W. FRANK PURDY Director	$2000	4	2 yrs.
Chautauqua Summer Sch. of Arts Chautauqua, N.Y.	ROYAL B. FARNUM Director	1903	12 500	4 yrs.
Cooper Union 3d Ave. and 8th St., N.Y. City	C. R. RICHARDS Director	1859 Free	40 1875	4 yrs.
Greenwich House Neighborhood School 27 Barrow St., N.Y. City	M. ELIZABETH PRICE	Free	225	
National Academy of Design 109th St., N.Y. City	HERBERT ADAMS President	1825 Free	12 440	7 mos.
N.Y. Sch. of Applied Design for Women 160 Lexington Ave., N.Y.C.	ELLEN J. POND	1892 $93	11 600	2 yrs.
N.Y. Sch. of Fine and Applied Art 2239 Broadway, N.Y. City	FRANK A. PARSONS, B.S. President	1909 $175	32 800	winter summer
Pratt Institute, School of Art Brooklyn, N.Y.	WALTER S. PERRY Director	1887 $100	42 1000	2–3 yrs.
School of Design and Liberal Arts 212 Central Pk. S., N.Y. City	IRENE WEIR, B.F.A. Director	1917 $200	10 55	2 yrs.
School of Practical Arts, Teachers College N.Y. City	A. W. DOW Director	1888 $240	11	4 yrs.
Skidmore School of Arts Saratoga Springs, N.Y.	CHARLES H. KEYES, Ph.D. Director	1911 $125	30 275	2–4 yrs.
Carnegie Institute of Technology Pittsburgh, Pa.	E. R. BOSSANGE Dean	1900 $125	21	4 yrs.
Graphic Sketch Club 715 Catharine St., Phila., Pa.	DAVID FINKELGREEN President	1899 Free	7 300	day, eve.
Pa. Academy of Fine Arts Broad St., Philadelphia, Pa.	ELEANOR B. BARKER Curator	1805 $100	12 850	winter summer
Pa. Museum and School of Art Broad and Pine Sts., Phila., Pa.	HUGER ELLIOTT Principal	1876 $100	1900	4 yrs.

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Phila. Sch. of Design for Women Broad and Master Sts., Phila., Pa.	HARRIET SARTAIN Dean	1844 $80	12 125	4 yrs.
York Art Association Cassatt Bldg., York, Pa.	MARY E. LEIFER Director	1905 $4	20	eve.
Corcoran School of Art 17th St. & N.Y. Ave., Wash., D.C.	EDMUND C. TARBELL Principal	1875 Free	5 250	
National Sch. of Fine and Applied Art 1505 Pa. Ave., Wash., D.C.	FELIX MAHONY Director	1916 $80	10 125	
Schs. of Art and Design of Maryland Inst. Mt. Royal Ave., Balt.	C. Y. TURNER Director	1825 $40	1000	
Lynchburg Art School 700 Church St., Lynchburg, Va.	GEORGIE W. MORGAN Director	1911 $54	30	9 mos.
School of Art and Applied Design 301 Vauxhall Annex, Nashville, Tenn.	L. PEARL SANDERS Director	1907	2 58	winter summer
Lewis C. Gregg School of Art Constitution Bldg., Atlanta, Ga.	L. C. GREGG Director	1915 $10	45	day, eve.
H. Sophie Newcomb Mem. Coll. for Women New Orleans, La.	E. WOODWARD Art Sch. Director	1887 $70	8 100	4 yrs.
Art Academy of Cincinnati Cincinnati, Ohio	J. H. GEST Director	1869 $25	14 400	winter summer
Cleveland School of Art Juniper Rd., Cleveland, Ohio	H. T. BAILEY Director	1882 $125	27 650	4 yrs.
Columbus Art School 492 E. Broad St., Columbus, O.	PEARL E. REMY Director	1879 $140	4 175	3 yrs.
Institute of Applied Arts of Ohio Mech. Inst. Cincinnati, Ohio	J. T. FAIG, M.E. President	1828 $75	450	
Art Sch. of John Herron Art Inst. Pa. and 16th Sts., Indianapolis, Ind.	HAROLD H. BROWN Director	1902 $75	8 125	winter summer
Applied Arts Summer School 2210 S. Park Ave., Chicago, Ill.	FLORENCE H. FITCH Director	1909 $20	8 160	summer
Art Institute of Chicago Lake Front, Chicago, Ill.	GEORGE WILLIAM EGGERS Director	1879	34 1800	day, eve.
Chicago Academy of Fine Arts 81 E. Madison St., Chicago, Ill.	CARL N. WERNTZ Director	1903 $155	43 750	
Commercial Art School 705 S. Mich. Ave., Chicago, Ill.	W. F. MOSES Director	1890 $150	400	1 yr.
School of Art and Industry Grand Rapids, Mich.	H. M. KURTZWORTH Director	1916 $50		day, eve.

Name Address	Head Title	Est. Tui.	Fac. Enr.	Course
Sch. of Design of Detroit Museum Jefferson Ave., Detroit, Mich.	GEO. T. HAMILTON Director	1911 $60	18 225	7 yrs.
The School of Fine Arts Detroit, Mich.	J. P. WICKER Director	1895 $60	3 208	3–5 yrs.
Minneapolis School of Art 201 E. 25th St., Minn., Minn.	MARY MOULTON CHENEY Director	1886 $120	12 400	3 yrs.
Cumming School of Art Des Moines, Iowa	C. A. CUMMING Director	1895 $100	6 67	
Fine Arts Institute Armour & Warwick Blvds., Kansas City, Mo.	VIRGIL BARKER Director	1908	4	
St. Louis School of Fine Arts Skinker Rd., St. Louis, Mo.	EDMUND H. WUERPEL Director	1874 $75	17 348	4 yrs
Academy of Fine Arts Col. Coll., Col. Springs, Col.	SUSAN F. LEAMING CHARLOTTE LEAMING	1911 $35	42	
Students' School of Art 1311 Pearl St., Denver, Col.	HENRY READ Director	1895 $65	120	
Aunspaugh Art School 3409 Bryan St., Dallas, Texas	VIVIAN L. AUNSPAUGH Director	1899 $135	2 55	winter summer
School of the Portland Art Asso. 5th & Taylor Sts., Portland, Ore.	ANNA B. CROCKER Curator	1909 $80	5 109	
Best's Art School 1625 California St., San Fran., Cal.	ARTHUR W. BEST Director	1897 $144	2 40	
California Sch. of Arts and Crafts 2119 Allston Way, Berkeley, Cal.	F. H. MEYER, A.B. Director	1907 $140	16 475	3 yrs.
California School of Fine Arts San Francisco, Cal.	LEE RANDOLPH Director	1874 $180	12 613	day, eve.
Cannon's California School of Art 431 S. Hill St., Los Angeles, Cal.	H. W. CANNON Director	1909 $10	2	day, eve.
Carmel School of Fine Arts Carmel-by-the-Sea, Cal.	M. DENEALE MORGAN Director	1914 $30	30	8 wks. summer
Los Angeles Sch. for Illustration 342 N. Main St., Los Angeles, Cal.	J. FRANCIS SMITH Director	1914 $96	3 110	day, eve.
Otis Art Institute 2401 Wiltshire Blvd., Los Angeles	C. P. TOWNSLEY Director	1918	7 150	3–4 yrs.
San Diego Academy of Art 1120 Fifth St., San Diego, Cal.	MAURICE BRAUN Instructor	1910 $65		6 mos.
Stickney Mem. Sch. of Fine Arts Pasadena, Cal.	GUY ROSE Director	1914 $100	20	

KINDERGARTEN TRAINING SCHOOLS

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Lesley Normal School 29 Everett St., Cambridge, Mass.	Mrs. F. L. Wolfard Principal	1909 $120	22 86	2 yrs.
Miss Niel's Kindergarten Tr. Sch. 200 Commonwealth Ave., Boston	Harriet Niel Principal	1906 $125	8 98	2 yrs.
Perry Kindergarten Normal Sch. 18 Huntington Ave., Boston	Mrs. Harriet H. Jones Principal	1898 $125	7 18	2 yrs.
Springfield Kind. Norm. Tr. Sch. Court St., Springfield, Mass.	Hattie Twitchell Principal	1898		
Miss Wheelock's Kind. Tr. Sch. 110 Riverway, Boston, Mass.	Lucy Wheelock Principal	1890 $125	13 225	3 yrs.
Conn. Froebel Norm. Kind. Pri. Tr. Sch. Bridgeport, Conn.	Mary C. Mills Principal	1899 $115	13 21	2 yrs.
Fannie A. Smith Kind. Tr. Sch. 1124 Iranistan Ave., Bridgeport	Fannie A. Smith Principal	1885 $125	6 31	2 yrs.
The Ethical Culture School Central Park West, N.Y. City	Jessica Beers, Pd.M. Principal	1878 $165	14 59	1–2 yrs.
The Froebel League 112 E. 71st St., N.Y. City	Mrs. M. B. B. Langzettel Director	1909 $150	17 36	2 yrs.
Kindergarten-Primary Tr. School N.Y. University Bldg., N.Y. City	Harriet Melissa Mills Principal	1909 $140	9 32	2 yrs.
New York Kindergarten Assoc. 524 W. 42d St., N.Y. City	Julia Locke Frame Acting Director	1914		
Teachers College Columbia University, N.Y. City	Patty S. Hill Dean	1887	10	
Miss Cora Webb Peet's Kind. Norm. Tr. Sch. Halstead St., E. Orange, N.J.	Cora Webb Peet Principal	1904 $175	20	3 yrs.
Miss Illman's School for Kind. 3600 Walnut St., Philadelphia, Pa.	Adelaide T. Illman Principal	$200	8	2 yrs.
Temple University Philadelphia, Pa.	Lucinda P. MacKenzie Director			2–4 yrs.
Affordby Normal School [Md. 1110 N. Charles St., Baltimore,	Elizabeth Silkman Principal	1896		
Columbia Kindergarten Tr. Sch. 2108 Conn. Ave., Wash., D.C.	Misses Lippincott and Baker	1897	4 20	2 yrs.

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Miami Kind. Normal School Miami, Fla.	KATE COLYER			
Kate Baldwin Free Kind. Asso. Savannah, Ga.	HORTENSE M. ORCUTT Principal	1899	7 21	
Dallas Kind. Tr. School [Tex. 1925 Cedar Springs Rd., Dallas,	MARY K. DREW Supervisor	1901 $50	7 17	2 yrs.
Fort Worth Kind. Tr. School Fort Worth, Texas	MARY G. WAITE			
San Antonio Kind. Tr. Sch. N. Pecos St., San Antonio, Texas	RACHEL PLUMMER Principal	1907 $65	1 12	
Cincinnati Kind. Asso. Tr. Sch. 6 Linton St., Cincinnati, Ohio	LILLIAN H. STONE Principal	1880	16 50	2 yrs.
Cleveland Kindergarten Tr. Sch. E. 96th St., Cleveland, Ohio	NETTA FARIS Principal	1894 $125	14 75	2–3 yrs.
The Law Froebel Kind. Tr. Sch. Ashland Ave., Toledo, Ohio	Dr. M. E. LAW Principal	1883 $120	6 40	2 yrs.
Oberlin Kind. Tr. Sch. Elm St., Oberlin, Ohio	CLARA MAY, Ph.B. Principal	1804	15 107	2 yrs.
Alma College Alma, Mich.	CAROLEEN ROBINSON Director	1888 $50	27 45	
Teachers College of Indianapolis Alabama and 23d Sts., Ind., Ind.	Dr. E. A. BLAKER President	1882	20 125	2–4 yrs.
Chicago University, Kind. Dept. Kenwood Ave., Chicago, Ill.	ALICE TEMPLE Director	1901	171	2–4 yrs.
National Kind. and El. College 2944 Michigan Blvd., Chicago	ELIZABETH HARRISON President	1880	14 175	2 yrs.
The Pestalozzi-Froebel Teachers Sch. S. Michigan Blvd., Chicago	Mrs. BERTHA H. HEGNER Superintendent	1896 $125	16 154	2–3 yrs.
Sch. of Elementary and Home Ed. 701 Rush St., Chicago, Ill.	Mrs. M. B. PAGE Director	1894 $140	8 150	2 yrs.
Wilson Kind.-Prim. Inst. St. Louis, Mo.	MABEL A. WILSON			
Minneapolis Kind. Asso. Norm. Sch. 2017 Bryant Ave., S., Minn., Minn.	STELLA L. WOOD Prinipcal	1803 $115	16 100	2 yrs.
Drake Univ. Kind. Dept. Des Moines, Ia.	BESSIE M. PARK Director	1885	24	2 yrs.
Broadoaks Kind. Tr. Sch. Pasadena, Cal.	ADA MAE BROOKS Principal	$150	8 60	2 yrs.

Name Address	Type	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Boston Sch. of Phys. Ed. 105 S. Huntington Ave., Boston	Girls	MARGUERITE SANDERSON President	1913 $700	18 100	2 yrs.
International Y.M.C.A. College Springfield, Mass.	Men	JAMES H. MCCURDY Director	1885 $140	18 135	4 yrs.
Posse Normal School of Gym. 779 Beacon St., Boston, Mass.	Coed.	HARTVIG NISSEN President	1890 $150	13 74	3 yrs.
The Sargent School for Ph. Ed. Cambridge, Mass.	Bdg. Day	D. A. SARGENT, A.M., M.D., S.D. President	1881 $200	32 450	3 yrs.
New Haven Normal Sch. of Gym. New Haven, Conn.	Bdg. Day	E. H. ARNOLD, M.D. Director	1886 $650	18 175	2 yrs.
Central Sch. of Hyg. & Phys. Ed. 610 Lexington Ave., N.Y.C.	Girls	HELEN M. MCKINSTRY Director	1919 $200	19	1–2 yrs.
Chalif Nor. Sch. of Dancing 163 W. 57th St., N.Y.C.	Day	LOUIS H. CHALIF Principal	1906 $750	3 600	2 yrs.
The Savage School for Ph. Ed. 308 W. 59th St., N.Y. City		W. L. SAVAGE, A.B., M.D. Director	1895 $200	250	2 yrs.
Newark Normal School 182 William St., Newark, N.J.	Coed.	HENRY PANZER President	1917 $150	17 57	2 yrs.
Temple Univ. Norm. Sch. of Ph. Ed. Broad & Berks Sts., Phila., Pa.	Day	WM. NICOLAI, G.G. Director	1896 $100	33 81	2 yrs.
Norm. Coll. of the Am. Gym. Union E. Mich. St., Ind., Ind.	Coed.	EMIL RATH, B.S.G. President	1866 $150	20 86	2–4 yrs.
Normal School of Physical Ed. Battle Creek, Mich.	Girls	C. WARD CRAMPTON, M.D. Dean	1909 $125	37 175	3 yrs.
American Coll. of Phys. Ed. Grand Blvd. and 42d St., Chicago, Ill.	Coed.	MOREY A. WOOD, B.S. President	1913 $160	15 128	2 yrs.
Chicago Normal Sch. of Ph. Ed. 430 S. Wabash Ave., Chi., Ill.	Girls	FRANCES MUSSELMAN President	1903 $200	15 200	2 yrs.
Hinman Sch. of Folk Dancing 721 Lincoln Pkwy., Chicago, Ill.		MARY WOOD HINMAN Director	1905	10	
Dept. of Phys. Edu., Univ. of Wisconsin, Madison, Wis.		T. E. JONES, B.A., B.P.E. Director	1911 $150	20 179	4 yrs.
Norma Gould Sch. of Dancing 1333 Georgia, Los Angeles, Cal.	Girls	NORMA GOULD Director	1909 $350	2	
Ted Shawn Studios 932 S. Grand, Los Angeles,	[Cal. Coed.	TED SHAWN Director	1917		

SCHOOLS OF EXPRESSION AND DRAMATIC ART

Mass.—Pa.

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Boston Sch. of Public Speaking 815 Boylston St., Boston, Mass.	Mrs. Florence Evans Inez M. Swallow	 $150	5	 1 yr.
College of the Spoken Word Brookline, Mass.	D. M. Staley President	1905 $200	13	 2–4 yrs.
Edith Coburn Noyes School 246 Huntington Ave., Boston	Edith C. Noyes Principal	1907 $300	4	 2 yrs.
Emerson College of Oratory Huntington Ave., Boston, Mass.	Henry L. Southwick President	1880 $180	20 400	4 yrs. Bdg.
Leland Powers School of the Spoken Word Boston, Mass.	Leland Powers Principal	1904 $250	9 106	 3 yrs.
Sch. of English Speech and Exp. Pierce Bldg., Copley Sq., Boston	Marie Ware Laughton Principal	1896 $150	5	 2–3 yrs.
School of Expression Pierce Bldg., Boston, Mass.	S. S. Curry, Ph.D., Litt.D. President	1879 $200	22 350	 3 yrs.
The Alberti School of Expression Carnegie Hall, N.Y. City	Mme. W. M. Alberti, A.M. Principal	1897 $250	12 27	 2 yrs.
The Alviene Schools 225 W. 57th St., N.Y. City	Claude M. Alviene			6 mos.
American Acad. of Dramatic Arts Carnegie Hall, N.Y. City	F. H. Sargent, A.B. President	1884 $400	14 125	 2 yrs.
Bennett School of Dramatic Art Millbrook, N.Y.	Mr. and Mrs. C. R. Kennedy			2 yrs. Bdg.
The Hawn School of the Speech Arts Carnegie Hall, N.Y. City	Henry G. Hawn		60	 2 yrs.
Henderson School of Oratory Æolian Hall, N.Y. City	Alfred E. Henderson Director	1909		
New York School of Expression 318 W. 57th St., N.Y. City	Charlotte S. Presby Principal	1893 $150	4	 2 yrs.
The Williams Sch. of Expr. and Dramatic Art Ithaca, N.Y.	G. C. Williams, O.B.	1897	5 100	 2 yrs.
Vestoff-Serova Russian School 26 E. 46th St., N.Y. City	Mrs. A. Swepstone	 $150	4	 2 yrs.
The Nat. Sch. of Elo. and Oratory 4010 Chestnut St., Phila., Pa.	Dora Adele Shoemaker Principal	1874 $200	12 100	2 yrs. Bdg.

Name Address	Head Title	Est. Tui.	Fac. Enr.	L. of Course
Carnegie Institute, Sch. of Drama Pittsburgh, Pa.	ARTHUR A. HAMMERSCHLAG President	1913		Bdg.
King's School of Oratory Mt. Oliver, Pittsburgh, Pa.	BYRON W. KING President	1884	330	Bdg.
The Lucia Gale-Barber School Belmont Rd., Wash., D.C.	Mrs. M. R. G. DAVIS, Pd.M. Principal			Bdg.
Harroff School of Expression 619 The Arcade, Cleve., Ohio	Mrs. F. HARROFF-ANDREWS Principal	1892	100	5 yrs
Chaffee-Noble Sch. of Expres. 83 Hancock Ave., Detroit, Mich.	Mrs. EDNA CHAFFEE-NOBLE Principal	1877		
The Anna Morgan Studios Fine Arts Bldg., Chicago, Ill.	ANNA MORGAN Director	1895	100	
Centralizing School of Acting 20 E. Jackson Blvd., Chicago	WILLIAM OWEN Director			2 yrs.
Columbia College of Expression Michigan Ave., Chicago, Ill.	MARY A. BLOOD, Litt.D. President	1890	16	Bdg
Maclean Coll. of Music & Dram. Art 2835 S. Mich. Ave., Chicago	J. C. MACLEAN President	1908 $75	5 170	8 wks.
Northwestern Univ., Sch. of O'ry Evanston, Ill.	RALPH B. DENNIS Director	1878 $250	11 160	2–4 yrs. Bdg.
Morse School of Expression Olive a nd Boyle Sts., St. Louis	ELIZABETH MORSE President	 $200	11 153	2 yrs.
Perry School of Oratory Euclid Bldg., St. Louis	EDWARD P. PERRY Principal	1897 $120	2	2 yrs.
Georgia Brown Dramatic School 3213 Troost Ave., Kan. City, Mo.	Mrs. G. H. BROWN Director	1900 $250		10 mos.
Cumnock School of Expression Los Angeles, Cal.	HELEN A. BROOKS, B.L., M.A. Director	1894	12 118	3 yrs. Bdg.

Name Address	Head (with degrees) Title	Est. Tui.	Fac. Enr.	L. of Course
Boston Y.W.C.A. Sch. of Do. Sc. 40 Berkeley St., Boston, Mass.	A. J. FOREHAND, S.T.B. Principal	1888 $400	11 800	1–2 yrs
Miss Farmer's School of Cookery 30 Huntington Ave., Bos., Mass.	ALICE BRADLEY Principal	1902 $4	7 800	10 lessons
Garland Sch. of Homemaking 2 Chestnut St., Boston, Mass.	Mrs. M. J. STANNARD Director	1902 $450	5 72	1–2 yrs.
MacDuffie Sch. of Housecraft Springfield, Mass.	Mrs. JOHN MACDUFFIE, A.B. Director	 $900		1–2 yrs.
Winsor Training School 1 Autumn St., Boston, Mass.	ALICE B. FOOTE, B.S., A.M. Director	1918 $400	6 19	2 yrs.
Worcester Dom. Science School Worcester, Mass.	Mrs. F. A. WETHERED Principal	 $700		2 yrs.
The Barnard Sch. of H'seh'ld Arts 226 W. 79th St., N.Y. City	W. L. HAZEN Director	1908 $100	1	1–2 yrs.
Commonwealth School 136 East 55th St., N.Y. City	Miss JESSIE LONG Director	1917 $450		1 yr.
Mechanics Institute Plymouth Ave., Rochester, N.Y.	MAY D. BENEDICT Director	1886 $30	7 100	1–3 yrs.
Pratt Inst., Sch. of Ho. Sc. & Arts Ryerson St., Brooklyn, N.Y.	ISABEL ELY LORD Director	1887 $15	36	3 mos.
School of Home Economics Syracuse University, N.Y.	FLORENCE E. S. KNAPP Director		5	4 yrs.
Skidmore School of Arts Saratoga Springs, N.Y.	EDITH BLACKMAN, B.S. Director	1911 $125	5 82	4 yrs.
Drexel Inst., Sch. Do. Sc. & Arts 32d & Chestnut Sts., Phila., Pa.	HOLLIS GODFREY, Sc.D. President	 $145	18	2–4 yrs.
Temple Univ. Norm. Sch. of House. Arts & Sc. Phila., Pa.	GERTRUDE O. L. DUSTIN, B.S.	1894	22 156	1–4 yrs.
The Sch. of Dom. Arts and Sc. 6 N. Mich. Ave., Chicago, Ill.	Mrs. LYNDON EVANS President	1901 $11	7	10 lessons
Tech. Normal School of Chicago 3207 Mich. Blvd., Chicago, Ill.	L. M. SHERWOOD Director	1910 $150	16	1–2 yrs.
Battle Creek Sanitarium School Battle Creek, Mich.	LENNA F. COOPER President	1905 $120	23 120	1–2 yrs.

Name Address	Head Title	Est. Fac.	Enr. Grads.	L. of Course
Camb. Tr. School for Nurses 315 Broadway, Camb., Mass.		1910 8	20	2½ yrs.
Bloomingdale Hosp. School White Plains, N.Y.	ADELE S. POSTON, R.N. Director	1895 15		2–3 yrs.
Harlem School of Nursing 217 W. 125th St., N.Y.C.		1907		5 mos.
Long Island Coll. Hosp. School Brooklyn, N.Y.	MARGUERITE A. DUDLEY, R.N. Principal	1882 52	90	3–5½ yrs
New York Infirmary 321 E. 15th St., N.Y. City	LUCY F. RYDER Director			2 yrs.
Sch. of Nursing, Syracuse Univ. Syracuse, N.Y.	NELLIE R. HAMILL, R.N. Superintendent	1888 10		3 yrs.
United Hosp. Tr. Sch. for Nurses Port Chester, N.Y.	M. ELLEN MCINTYRE, R.N. Superintendent	10		2½ yrs.
Vassar Brothers Hosp. Tr. Sch. Read Pl., Poughkeepsie, N.Y.	MILDRED DEYO, R.N. Superintendent	1882 7	36 139	3 yrs.
White Plains Hosp. Tr. Sch. 53 N.Y. Post Rd., White Pl., N.Y.	IDA NUDELL, R.N. Principal	10		3 yrs.
Mercer Hospital Tr. School Trenton, N.J.				3 yrs.
Sch. of Nursing, Mt. Sinai Hosp. E. 105th St., Cleveland, O.	CLARIBEL A. WHEELER, R.N. Principal		21	3 yrs.
Battle Creek Sanitarium Tr.Sch. for Nurses, Battle Creek, Mich.	MRS. MARY STAINES ROY, R.N. Superintendent	1883 26	1000	3 yrs.
Grace Hosp. School for Nurses John R. St. and Willis Ave., Detroit				2½ yrs.
Hurly Hosp. Tr. Sch. for Nurses Flint, Michigan	ANNA M. SCHILL, R.N. Superintendent	1909 41	40 41	3 yrs.
American Tr. Sch. for Nurses 1555 N. LaSalle St., Chicago	C. A. WOOD, M.D. President	1904		6 mos.
Illinois Tr. Sch. for Nurses 509 South Honore St., Chicago	THERESA L. RICHMOND, R.N. Director	1880 46	140	3 yrs.
Michael Reese Hosp. Tr. Sch. Groveland and 29th St., Chicago	MARGARET H. MACKENZIE, R.N. Principal	1890 30	34 447	3 yrs.

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
Hawley Sch. of Engineering 115 Huntington Ave., Boston, Mass.	THOMAS HAWLEY	1900	400	
Wentworth Institute Huntington Ave., Boston, Mass.	ARTHUR L. WILLISTON Principal	1911	45 1800	2 yrs.
Worcester Polytechnic Institute Worcester, Mass.	IRA N. HOLLIS President	1868 $150	500	4 yrs.
Baron de Hirsch Trade School 222 E. 64th St., N.Y. City	J. ERNEST G. YALDEN Superintendent	1891 Free	16	
Cooper Union Third Ave., New York City	CHARLES R. RICHARDS Director	1854		
Gen. Soc. of Mechs. & Tradesmen W. 44th St., New York City	FRANK E. WISE President	1785	2000	
Hebrew Technical Institute Stuyvesant & 9th Sts., N.Y.C.	EDGAR S. BARNEY, A.M., C.E., Sc.D. Principal	1884	19 300	3 yrs.
New York Trade School First Ave., New York City	R. FULTON CUTTING President	1881	500	
Polytechnic Inst. of Brooklyn Brooklyn, N.Y.	FRED W. ATKINSON, A.B., Ph.D. President	1853 $200	19 862	5 yrs.
Pratt Institute Ryerson St., Brooklyn, N.Y.	SAMUEL S. EDMANDS Director	1887	23	2 yrs.
Rensselaer Polytechnic Inst. Troy, N.Y.	PALMER CHAMBERLAINE RICKETTS, C.E., E.D., LL.D.	1824 $320	61	4 yrs. Bdg.
Rochester Athenæum Rochester, N.Y.	ROYAL B. FARNUM President	1830	13 2400	Bdg.
Newark Technical School Newark, N.J.	Dr. DANIEL RUSSELL HODGDEN, Sc.D. President	1855	500	
Carnegie Inst. of Technology Pittsburgh, Pa.	ARTHUR A. HAMERSCHLAG, Sc.D., LL.D. President	1900	3140	
Drexel Institute 32d & Chestnut Sts., Phila., Pa.	Dr. HOLLIS GODFREY, Sc.D., F.R.G.S. President	1892	1000	
Spring Garden Institute Broad St., Philadelphia, Pa.	FREDERICK MCOWEN President	1851	800	
Williamson Free Sch. of Mech. Arts Delaware Co., Pa.		1888 Free		Bdg.

Name Address	Head (training) Title	Est. Tui.	Fac. Enr.	L. of Course
Baltimore Polytechnic Institute 200 E. North Ave., Baltimore, Md.	WILLIAM R. KING Principal	1883	69 1833	
Virginia Mechanics Institute Richmond, Va.	H. L. DAVIDSON Superintendent	1854	23 460	
Georgia School of Technology Atlanta, Ga.	Dr. K. G. MATHESON President	1888	74 2209	
Alabama Polytechnic Institute Auburn, Ala.	CHARLES C. THACH, LL.D. President	1872		
Isadore Newman Man. Tr. Sch. New Orleans, La.	C. C. HAYDEN Principal	1903	30 400	
Central Institute 2481 E. 55th St., Cleveland, O.	J. C. OLDT., A.M., B.Ped. A. E. MANBECK	1889	14 400	
Ohio Mechanics Institute Canal & Walnut Sts., Cinn., O.	JOHN T. FAIG, M.E. President	1828	59	2 yrs.
Rose Polytechnic Institute Terre Haute, Ind.	JOHN WHITE, A.M., Ph.D. Acting President	1874		
Detroit Inst. of Technology Y.M.C.A. Bldg., Detroit, Mich.	BENJAMIN D. EDWARDS Chancellor	1909	4000	
Armour Inst. of Technology 33d & Federal Sts., Chicago, Ill.	FRANK W. GUNSAULUS, D.D., LL.D. President	1892 $180	47 2187	4 yrs
Bradley Polytechnic Institute Peoria, Ill.	THEODORE C. BURGESS, A.B., Ph.D. Director	1897	40 1100	8 yrs. Bdg.
Coyne Trade Schools 45 E. Illinois St., Chicago, Ill.	BENNETT WELLINGTON COOKE Director	1899	1000	
Lewis Institute [Ill. Madison & Robey Sts., Chicago,	GEORGE N. CARMAN, A.B., A.M.	1896	50 2900	
David Rankin, Jr., School Finney Ave., St. Louis, Mo.	LEWIS GUSTAFSON Superintendent	1909	800	2 yrs.
School of Engineering 161 Mich. St., Milwaukee, Wis.	OSCAR WERWATH, E.E. President	1905	33	
Dunwoody Institute Minneapolis, Minn.	H. W. KAVEL Acting Director	1914		
California Polytechnic School San Luis Obispo, Cal.	R. W. RYDER, A.M. Director	1901	22	4 yrs.
California Sch. of Mech. Arts 16th & Utah Sts., San Fran., Cal.	GEORGE A. MERRILL, B.S. Principal	1870	400	
Wilmerding Sch. of Indust. Arts San Francisco, Cal.		1899 Free		4 yrs

Name Address	Type	Head (training) Title	Est. Tui.	Fac. Enr.	L. of C Sexes
Elm Hill Barre, Mass.	Bdg.	Dr. George A. Brown Dr. G. Percy Brown	1848		Coed.
Hillbrow School 16 Summit St., Newton, Mass.	Bdg.	Alice Shovelton Amy S. Bridgman	1896 $800		Coed.
Pembroke Arms School 3 Midl'd Rd., Wel'sl'y, Mass.	Bdg. Day	Harriet Marshall Principal	 $1900		Girls
Sarah Fuller Home West Medford, Mass.		H. Morrison	1888		
Standish Manor School Halifax, Mass.	Bdg.	Harriet G. Russell Head	1911 $1000	4	Girls
Terrace Home School Amherst, Mass.		Frances J. Herrick Principal	1881 $100		Coed.
Binghamton Training School 82 Fairview Ave., Binghamton, N.Y.	Bdg.	Dr. and Mrs. A. A. Boldt	1881 $600		Coed.
Mrs. Decker's School 56 St. John's Pl., B'kl'n, N.Y.	Bdg. Day	Mrs. Jane E. Decker Principal	1919 $1820		
Florence Nightingale School 238th St., N.Y. City	Bdg. Day	Sara Weinberger May J. Robins	1912		Coed.
Sycamore Farm School Newburgh, N.Y.	Bdg.	N. R. Brewster Principal	1897		
Wright Oral Sch. for the Deaf 1 Mt. Morris P'k, W., N.Y.C.	Bdg. Day	John D. Wright, M.A. Principal	1894 $1000	14	4 yrs. Coed.
Bancroft School Haddonfield, N.J.	Bdg.	Dr. E. A. Farrington Jenzia Coulson Cooley	1883 $1200	12	Coed.
Neidlinger School 100 Prospect St., E. Orange, N.J.		W. H. Neidlinger			
Seguin Physiological School 370 Center St., Orange, N.J.	Bdg. Day	Mrs. Elsie Mead Seguin Principal	1880 $1700	12	Coed.
Training School at Vineland Vineland, N.J.	Bdg.	E. R. Johnstone Superintendent	1888	500	Coed.
Acerwood Tutoring School Devon, Pa.	Bdg.	Helena T. Devereux Principal	 $1200		13 yrs. Coed.
Archbishop Ryan Mem. Inst. 1801 Vine St., Phila., Pa.	Bdg. Day	Sisters of St. Joseph		50	

Name Address	Type	Head (training) Title	Est. Tui.	Fac. Enr.	L. of C. Sexes
Brookwood School Lansdowne, Pa.	Bdg.	RACHEL WOOD BREWSTER Principal	1903 $1000		
The Evergreens Pottstown, Pa.		ANNA E. YORGEY			
Hedley School Germantown, Pa.	Bdg.	Dr. J. R. HEDLEY Mrs. HEDLEY			
Latshaw School 3412 Sansom St., Phila., Pa.	Bdg. Day	ALLEN LATSHAW Director	1904 $1200		Coed.
Sanatorium School [Pa. 46 Runnymede Ave., Lansdowne,	Bdg.	CLAUDIA M. REDD Principal	1915 $1600	2 8	Coed.
Miss Woods' School Roslyn, Pa.	Bdg.	MOLLIE A. WOODS Principal			Coed.
Miss Reinhardt's School Kensington, Md.		ANNA C. REINHARDT Principal			
Gallaudet College for the Deaf Kendall Green, Wash., D.C.	Bdg.	PERCIVAL HALL, M.A., Litt.D. President	1857 $400	16 126	5 yrs. Coed.
Miss Arbaugh's School Macon, Ga.	Bdg. Day	LAURA L. ARBAUGH Principal	1911 $700		Coed.
Stewart Home and School Farmdale, Ky.	Bdg.		1893 $720		Coed.
Texas Training School 1112 E. Ninth St., Austin, Tex.		Dr. T. O. MAXWELL President	1907	100	
Riverview Private School 610 Front St., Marietta, O.		MARY MEREDITH			
Reed School [Mich. 383 Hubbard Ave., Detroit,	Bdg.	Mrs. FRANK A. REED	1900 $600		Coed.
Beverly Farm Godfrey, Ill.	Bdg.	Dr. W. H. C. SMITH Superintendent	1897		Coed.
Mary E. Pogue Sanitarium Wheaton, Ill.	Bdg.	MARY E. POGUE	1903		
Central Inst. for the Deaf 818 S. Kingshighway, St. Louis, Mo.	Bdg.	Dr. M. A. GOLDSTEIN, F.A.C.S. JULIA M. CONNERY	1914		Coed.
Miss Compton's School 3809 Flad Ave., St. Louis, Mo.	Bdg.	FANNY A. COMPTON Principal	1891 $1500	10	Coed.
Powell School Oak Hill, Red Oak, Ia.	Bdg.	Mrs. F. M. POWELL Dr. VELURA E. POWELL	1903	4 50	Coed.
Miss Allen's Private School 1050 Arapahoe St., Los Angeles, Cal.	Bdg. Day	E. MAUD ALLEN	1805 $1000		

BOYS' CAMPS

Me.

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Aimhi Little Sebago Lake	MAURICE L. HODGSON, S.B. Newton, Mass.	1919 $225	4	10–21
Androscoggin Wayne	EDWARD M. HEALY 540 W. 113th St., N.Y.C.	1906 $225	10 40	8–17
Arcadia No. Belgrade	CHESTER J. TELLER, A.M. 854 W. 181st St., New York City	1913 $350	20 53	8–17
Bai Yuka Weld	JOHN G. CAMPBELL, A.B. St. James School, Md.	1910 $200	3 18	11–18
Bear Mountain Harrison	H. J. STAPLES Biddeford, Me.	1919 $300	9 35	
Bonhag Winthrop	GEORGE V. BONHAG 340 E. 198th St., N.Y. City	1913 $250	30	
Boothbay Bath	A. R. WEBSTER, A.B. 1325 Cypress St., Cincinnati, O.	1913 $250	12 75	8–17
Cedar Crest Snow Pond, Belgrade Lakes	JOSEPH I. GORFINKLE [N.Y. 319 N. Fulton Ave., Mt.Vernon,	1906 $300	11 69	
Chewonki Wiscasset	C. E. ALLEN Country Day Sch., Newton, Mass.	1914 $300	9 40	9–14
Cobbossee R.F.D. 21, Winthrop	R. L. MARSANS, A.B. 519 Second St., B'klyn, N.Y.	1902 $300	15 80	9–19
Interlaken Kamp Manchester	G. B. MOULTON [City, Mo. 51st St. & Ward P'kw'y., Kansas	1919 $200		10 17
Kahkou Allagash Lake	SUMNER R. HOOPER, A.B. Rockwood, Me.	1893 $250	3 15	16 25
Katahdin Sweden	GEORGE E. PIKE Duxbury, Mass.	1900 $250	10 35	11–20
Kennebec North Belgrade	SAMUEL G. FRIEDMAN 255 Van Pelt St., Phila., Pa.	1906 $385	19 86	
Kiawa Hillside	WILLIAM M. CROFT [Mass. 11 Kingsboro Pk., Jam. Plain,	1917 $175		6–14
Kinapik Lovell	HARVEY C. WENT Bridgeport, Conn.	1915 $200	5 30	8–16
Kineo Harrison	IRVING G. MCCOLL, B.L. Hotel McAlpin, New York City	1902 $300	25 100	8–15

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Kingswood Bridgton	RALPH I. UNDERHILL, A.B.	1909 $275	10 70	8–15
Kohut Oxford	GEORGE A. KOHUT, Ph.D. 220 W. 87th St., New York City	1907 $300	16 100	9–17
Lanier Eliot	Mrs. SIDNEY LANIER, Jr.	 $250	8 23	8–13
Long Lake Lodge North Bridgton	EDWIN V. SPOONER, B.S. Phillips Exeter, Exeter, N.H.	1902 $400	24 50	15–21
Maranacook Readfield	W. H. MORGAN Readfield, Me.	1908 $240	15 60	7–12 13–17
Medomak Washington	FRANK E. POLAND 22 Oak Terrace, Malden, Mass.	1904 $200	 140	
Megunticook Camps Camden	WALTER S. COWING West Newton, Mass.	1906 $300	20 75	10–20
Merryweather North Belgrade	HENRY RICHARDS, A.B. Gardiner, Me.	1900 $350	10 40	9–16
Mowana Readfield	A. R. MACMAHON, B.S. 1677 E. 93d St., Cleveland, O.	1912 $200	10 40	8–16
Navajo Northport	ORRIN J. DICKEY Belfast, Me.	1913 $200	4 12	8–16
Nokomis Long Lake, Harrison	ROY E. ADAMS, A.B. 11 Marlborough Rd., Phila., Pa.	 $275	6 34	
Norway Pines West Point	W. A. KEYES, Ph.D. 139 W. 91st St., New York City	1898 $250	6 30	10–16
Oxford Oxford	A. F. CALDWELL, A.B., A.M. Greencastle, Ind.	1901	14 50	8–18
Penobscot Sunset, Deer Isle	S. B. KNOWLTON, A.B. Haverford, Pa.	1910 $150	7 20	10–17
Pine Island Belgrade	EUGENE L. SWAN, M.D. 143 St. James Pl., B'klyn, N.Y.	1902 $300	13 60	8–16
Camp Pines Lovell	E. T. HUBBARD South Paris, Me.	 $175	 28	
Piscataquis Allagash River	H. J. STORER 74 Fayette St., Camb., Mass.	1906 $225		12–17
Pokomoke Richville	H. B. HANDY, A.M. Richmond, Va.	1918 $230	7 30	8–18
Quan-ta-ba-cook Belfast	ORRIN S. VICKERY, M.D. Belfast, Me.	1914	6 30	8–16

Name Summer Address, P.O	Head Winter Address	Est.	Tui.	Staff	Enr	Age Limit
Sokokis Bridgton	ORLANDO E. FERRY, A.M. 1609 Nottingham Rd., B'klyn, N.Y.	1915		7	33	8–16
Timanous Raymond	A. E. HAMILTON Raymond, Me.	1919	$300		40	8–11 11–15
Waganaki East Stoneham	CARLE O. WARREN, A.M. 55 Hanson Pl., B'klyn, N.Y.	1910	$265	3	15	8–14
Wanda Lovell	Mr. and Mrs. AUGUSTUS H. SMITH 161 Albemarle St., Springfield	1916	$200	2		
Wawenock Raymond Cape	WM. C. KENDALL, A.M., M.D. 1243 Newton St.,N.E.,Wash.,D.C.	1909	$250		50	8–18
White Mountain South Casco	G. L. MEYLAN, M.D., A.M. Columbia Univ., New York City	1907	$300	13	60	7–16
Wigwam Harrison	A. MANDELSTAM, B.A., A.M. 230 W. 107th St., New York City	1910	$275	21	75	10–17
Wildmere Harrison	IRVING L. WOODMAN, Ph.B. 5 W. 93d St., New York City	1900	$250	8	23	8–16
Wildwood Kineo	SUMNER R. HOOPER, A.B. Rockwood, Me.	1905	$300	50	75	7–15
Winnecook Unity	HERBERT L. RAND Hemenway Rd., Salem, Mass.	1903	$200	15	60	8–18
Winona Denmark	C. E. COBB Denmark, Me.	1908	$300	30	100	8–12 13–16
Wyonee Harrison	F. H. WILSON, M.D. 745 St. Nicholas Ave., N.Y.C.	1909	$150	6	42	9–16
Yukon (Riverside Outing Camp) Winthrop	FRANK D. SMITH 478 W. 158th St., New York City	1914		7	49	
Agawam Lake Stinson, Rumney, N.H.	APPLETON H. MASON 2545 Valentine Ave., N.Y.C.	1920	$250		40	8–16
Algonquin Holderness, N.H.	EDWIN DEMERITTE Jackson Springs, N.C.	1886	$300	8	45	8–15
Aloha Summer Camp Holderness, N.H.	EMERSON A. KIMBALL, Ph.D. St. Paul's Sch., Concord, N.H.	1904	$300	8	37	
Belknap Tuftonboro, N.H.	ERNEST P. CONLON Y.M.C.A., Concord, N.H.	1904	$10 wk.		70	12–16
Belle Isle Little Harbor, Portsmouth	Major W. H. PARKER	1919	$260	8	80	
Chocorua Tamworth, N.H.	S. G. DAVIDSON, A.M., Litt D Tamworth, N.H.	1902	$200	21	33	8–17

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Copp Knoll Center Tuftonboro	HAMLET S. PHILPOT Rockcliff, Ottawa, Can.	1912 $175	4 20	8-15
Gray Wolf Alstead	HARRY WHITEFIELD Pan-Am. Sch., Alstead, N.H.	1920 $200	7	
Idlewild Lakeport	JOHN M. DICK, B.D. Exch. Bldg., Boston, Mass.	1892 $275	14 103	7-17
Marienfeld Chesham	S. B. SOUTHWORTH, A.B. Thayer Academy	1896 $250	36 150	8-18
Mascoma Enfield	Dr. HUBERT PORTER COLTON 220 Center St., Dorchester	1919 $200	30	
Mishe-Mokwa West Alton	L. THEODORE WALLIS Fess. Sch., W. Newton, Mass.	1913 $260	5 25	8-15
Monadnock Jaffrey	FREDERICK S. ERNST, A.M. Newtonville, Mass.	1914 $275	5 45	8-15
Moosilauke Pike	C. W. PRETTYMAN, Ph.D. W. 246th St., New York City	1904 $300	15 70	8-20
Mowglis East Hebron	Mrs. ELIZABETH F. HOLT 3 Concord Ave., Camb., Mass.	1903 $300	11 68	8-15
Namaschaug Spofford	Very Rev. J. J. GRIFFIN, Ph.D. Brookland, D.C.	1901 $200	24 209	8-15
Ossipee Lake Ossipee	J. C. BUCHER, A.M. Nassau Pl., Peekskill, N.Y.	1919 $185	7 25	10-16
Pasquaney Bridgewater	E. S. WILSON, Ph.B., Ph.D.	1895 $400	20 80	10-16
Passaconaway Bear Island	W. E. RICHMOND Newtonville, Mass.	1911 $200	10 70	9-16
Pearly Lake West Rindge	Major P. BENDER West Rindge, N.H.	1920 $150	15	10-14
Pemigewasset Wentworth	D. B. REED, A.B., M.D. Univ. of Chicago, Chicago, Ill.	1908 $250	50	
Penacook North Sutton	R. B. MATTERN, M.S. Dobbs Ferry, N.Y.	1898 $200	16 50	8-16
Peterborough School Peterborough	Mrs. ROBERT G. VALENTINE 50 Vernon St., Brookline, Mass	1917	4 25	7-15
Pinnacle Lyme	ALVIN DYER THAYER [Mass. 22 Homecrest, Longmeadow,	1916 $180	55	8-15
Raleigh Rumney	LINDOL E. FRENCH, Ph.B. Box 156, Atlantic City, N.J	$250	8 35	9-18

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Samoset Lakeport	THOMAS E. FREEMAN The Ridgeway, Wellesley, Mass.	1915 $210	8 48	8–15
South Pond Cabins Fitzwilliam	ROLLIN M. GALLAGHER St. Louis Co. D. Sch., Mo.	1908 $225	10 49	8–15
Tecumseh Moultonboro	Dr. GEO. W. ORTON 332 S. 43d St., Phila., Pa.	1902 $250	100	8–18
Thorn Mountain Jackson	Rev. GEO. A. BUSHEE South Byfield, Mass.	1913 $250		
Wachusett Holderness	Rev. LORIN WEBSTER Plymouth, N.H.	1903 $250		
Wallula Twin Lake, New London	BERNARD A. HOBAN, A.B. Gilman Sch., Roland Pk., Md.	1915 $250	7 35	
Wawona West Swanzey	OSCAR E. BOURNE West Swanzey, N.H.	1899 $200	6 33	8–16
Windsor Mountain Windsor	OLIVER L. HEBBERT 48 Boylston St., Boston	 $200	7	8–18
Winnepesaukee Wolfeboro	CHARLES L. OLDS, Jr., A.B. 142 Columbia Hts., B'klyn, N.Y.	1909 $200	11	8–15
Wolfeboro Wolfeboro	G. D. ROBINS, A.B. Hill Sch., Pottstown, Pa.	1910 $200	19 48	
Wyanoke Wolfeboro	WALTER H. BENTLEY 14 Beacon St., Boston, Mass.	1909 $225	29 155	8–17
Abnaki North Hero Island, Vt.	BYRON N. CLARK Y.M.C.A., Burlington, Vt.	1901 $8 wk.	 80	
Billings Fairlee Lake, South Fairlee	WINDSOR COUNTY Y.M.C.A. White River Junction, Vt.	1906 $40	9 40	10–13 14–19
Champlain Malletts Bay, Vt.	WM. H. BROWN 311 W. 83d St., New York City	1894 $275	13 60	8–16
Cliff Haven Newport, Vt.	HARRY ROBINSON DANE 372 Pa. Ave., Detroit, Mich.	1919 $200	6 30	
Ethan Allen Training Camp North Hero, Vt.		1917 $225	13 200	9–19
Harvey (Waldheim) West Barnet, Vt.	OTTO P. SCHINNERER Columbia University, N.Y.	1917 $275	5 16	8–18
Iroquois Malletts Bay, Vt.	W. L. HAZEN Barn. Sch., W. 244th St., N.Y.C.	1902		
Kamp Kill Kare St. Albans Bay, Vt.	RALPH F. PERRY, A.B., A.M. 85 N. Fullerton, Montclair, N.J.	1906 $250	10 50	8–16

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Kokosing Thetford Center, Vt.	Mrs. Isabelle T. Bagley Tome Sch., Port Deposit, Md.	1919 $225	7 35	8–12 13–16
Passumpsic So. Fairlee, Vt.	D. Ralph Starry Plainfield, N.J.	1914 $275	10 75	6–15
St. Ann's Isle La Motte, Vt.	Brother Dacianus 153 E. 76th St., N.Y. City	1892 $80	14 75	6–16
Vermont Grand Isle, Vt.	E. N. Gerrish Rutland, Vt.	1913 $225	8 40	9–20
Waramaug Wigwam Lake Dunmore, Vt.	Stephen A. Breed, S.B. M. I. T., Boston, Mass.	1909 $230	14 50	14–18
Wiantinaug Wigwam Lake Dunmore, Vt.	Stephen A. Breed	1917 $230	8 39	14–18
Winape East Charleston, Vt.	S. W. Berry, B.L. Berkeley-Irving School, N.Y.C.	1910 $225	13 100	6–19
Arey Orleans, Cape Cod, Mass.	William Bond Johnstone Orleans, Cape Cod, Mass.	1920 $300	20	
Becket Becket, Mass.	H. W. Gibson 167 Tremont St., Boston	1903 $10 wk.	35 189	12–16
Bob White Ashland, Mass.	Mrs. Sara B. Hayes [Conn. 132 W. Putnam Ave., Gr'nwich,	1915 $200		7–12
Bonnie Dune South Dennis, Mass.	Mrs. Dwight L. Rogers 8 Parkside Rd., Providence	1917 $250	8 18	8–14
Cleveland Marion, Mass.	W. Huston Lillard Marion, Mass.	1917 $150	10 120	15–18
Greylock Becket, Mass.	Gabriel R. Mason, Ph.D.	1916 $300	30 160	8–17
Norse Bournedale, Mass.	E. J. Ovington 16 Williston Rd., Auburndale	1914 $165	12	8–15
Wampanoag Buzzards Bay, Mass.	Mrs. B. E. Taylor Newton Center, Mass.	1907 $200	10 50	8–15
Wequaquet Barnstable, Cape Cod, Mass.	Forrest B. Wing	1920 $300	50	8–14
Sims, Prudence Is. Bristol, R.I.	Willis J. Physioc [R.I. 625 Hospital Trust Bldg., Prov.	1919	197	14–20
Andrew George Westbrook, Conn.	A. G. Bissett M. E. Kennedy	1920 $225	6 20	10–16
Eastford Eastford, Conn.	Stanley Kelley Eastford, Conn.	1911 $175	45	10–15

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Massapeack Gardner Lake, Conn	Ernest P. Roberts 55 Hanson Pl., B'klyn, N.Y.	1906 $110	17	12–17
Senexit So Woodstock, Conn.	Mr. and Mrs. J. O. Wood Columbus Acad., Columbus, O.	1915 $150	7 30	8–16
Wonposet Bantam, Conn.	Robert Tindale 31 E. 71st St., New York City	1905 $300	16 75	8–15
Adirondack Glenburnie, Lake George	Elias G. Brown, A.B., M.D. Glenburnie, N.Y.	1904 $270	7 50	9–16
Adirondack Summer Art School Saranac Lake, N.Y.	J. Liberty Tadd St. Petersburg, Fla.	1893	4 38	
Awosting Minnewaska, Ulster Co., N.Y.	Jerome F. Kidder Mohonk Sch., Ulster Co., N.Y.	1899 $285	14 59	8–16
Birch Point Lake Placid, N.Y.	Mr. and Mrs. S. H. Chapman 1128 Spruce St., Phila., Pa.	1898 $250		
Chenango Cooperstown, N.Y.	E. L. Fisher 24 N. Terrace, Maplewood, N.J.	1913 $250	10 50	
Dudley Westport, N.Y.	H. C. Beckman, Ph.B. 2 West 45th St., New York City	1885 $165	30 200	12–16
Fitzhugh Sodus Point, Lake Ontario	Aldice G. Warren 140 86th St., Brooklyn, N.Y.	1900 $300	12 50	10–18
Greenkill Kingston, N.Y.	Wilfred C. Ackerly Kingston, N.Y.	1907 $10 wk.	15 66	12–18
Kyle Catskill, N.Y.	Dr. Paul Kyle Irvington, N.Y.	1910 $260	12 100	6–16
Lake Placid Camp Lake Placid, N.Y.	W. Garrett Conant 27 Ware St., Cambridge, Mass.			
Lancewood East Jewett, N.Y.	Harold B. Lance, A.B. Far Hills, N.J.	1911 $250	2 20	8–14
Lingerlong Clemens, Washington Co.	Royden Barber Clemens, N.Y.	1916 $27 wk.	12 60	none
Massawepie Gale, N.Y.	Guido F. Verbeck St. John's, Manlius, N.Y.	1920 $250	9 25	
Meenahga Onchiota, N.Y.	L. H. Somers Adirondack-Florida School	1914 $250	5 20	
Mohican Lake George, N.Y.	Charles B. Batchelor Erasmus Hall, B'klyn, N.Y.	1909 $200	40	8–16
Mondawmin Schroon Lake, N.Y.	S. Walter Sparks Park Sch., Balt., Md.	1902 $250	9 60	

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Nonowantuc Miller's Place, L.I., N.Y.	EDWARD A. C. MURPHY Unquowa Sch., R.F.D. 1, Bridgeport, Conn.	1918 $250		8–15
Nycssa Monroe, N.Y.	N.Y.C. SUNDAY SCH. ASSO. Metropolitan Tower, N.Y.C.	1917 $9 wk.	13	12–18
Paradox Paradox Lake, N.Y.	Dr. EDWARD GOLDWATER	1910		
Penn Valcour, Clinton Co., N.Y.	C. K. TAYLOR, B.S., A.M. St. Martin's, Philadelphia, Pa.	1905 $225	22 80	8–15
Pine Bluff Port Jefferson, L.I., N.Y.	HENRY S. PETIT, M.D. 106 Gates Ave., B'klyn, N.Y.	1895 $200	25 80	
Pok-o'-Moonshine Willsborough, N.Y.	Dr. CHARLES A. ROBINSON Peekskill, N.Y.	1906 $250	24 172	9–17
Raquette Lake Raquette Lake, N.Y.	GEORGE L. SCHOENING	1920 $300		
Riverdale Long Lake, Hamilton Co.	FRANK S. HACKETT, A.B. Riverdale, N.Y.	1912 $300	8 40	12–15
Roosevelt Long Pond, Croghan, N.Y.	A. LESTER CRAPSER High School, Poughkeepsie, N.Y.	1920 $225		
Sagamore Lake George, Hague, N.Y.	JOSEPH LOEW, B.S., M.A. 546 W. 124th St., New York City	 $225	7 87	
Schroon Lake Schroon Lake, N.Y.	Dr. I. S. MOSES 219 W. 81st St., New York City	1906 $250	 80	
Storm-King Cornwall Landing, N.Y.	SAMUEL B. PRENN 250 W. 108th St., N.Y. City	1920 $275		
Wake Robin Woodland, N.Y.	H. W. LITTLE, A.B. Lincoln H. S., Jersey City, N.J.	1904 $225	9 50	8–14
We-e-yah-yah Grand View, Thousand Ils., N.Y.	HARRISON H. BUXTON 18 Waverly Pl., Utica, N.Y.	1915 $225	6 30	8–15
Wilderness Horseshoe, N.Y.	RAYMOND RIORDON Highland, N.Y.	1920 $350		
Woodland Phœnicia, N.Y.	ERWIN S. SPINK Phœnicia, N.Y.	1913 $180		8–16
Red Cedar Manasquan, N.J.	J. HAROLD BURGER 4 W. 108th St., New York City	 $300		6–16
Wisner Summer School Asbury Park, N.J.	E. M. WISNER 163 Freemont St., Peekskill, N.Y.	 $30 wk.	7 30	
Anthony Wayne Welcome Lake, Pike Co., Pa.	Major E. M. FISH Haworth, N.J.	 $225	5	7–12 12–16

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Bushkill Farms Bushkill, Pike Co., Pa.	J. L. MANASSES, A.B., M.D. 312 Otis Bldg., Philadelphia, Pa.	1914 $225	10 43	7–17
Choconut Friendsville, Pa.	Mrs. GEORGE L. WINLOCK 41 Bowdoin St., Camb., Mass.	1896 $250	19 50	
The Dan Beard Outdoor School R.F.D. No. 1, Hawley, Pa.	DANIEL C. BEARD Flushing, L.I., N.Y.	1916 $300	9 49	
Fern Camp Mehoopany, Pa.	BEECHER M. SLATER Mehoopany, Pa.	1919 $150	4 15	6–16
Lenape Tafton, Pike Co., Pa.	ERNEST L. NOONE, A.B. [Pa. 350 W. Duval St., Germantown,	1920 $250	9 35	
Pokanoket Lake Carey, Pa.	JOSEPH W. OLIVER, B.S., A.M. 241 Adelphi St., B'klyn, N.Y.	1908 $150	48	8–14
Pole Bridge Matamoras, Pa.	WM. E. PALMER, A.M., Ph.D. Yale Sta., New Haven, Conn.	1914 $225	5 20	8–14
Red Cloud Brackney, Pa.		1912 $225	100	10–18
Susquehannock Montrose, Susq. Co., Pa.	GEORGE C. SHAFER Montrose, Pa.	1905 $200	22 100	
Tunkhannock Pocono, Pa.	C. MITCHELL FROELICHER Co. D. School, Kan. City, Mo.	1914 $300	6 30	10–18
Yagowanea Fairview, Erie Co., Pa.	R. E. BEATON [Pa. Sewickley Prep. Sch., Sewickley,	1916 $200	4 25	10–15
Powhatan Greenlee, Va.	Colonel ROBERT A. BURTON Danville, Va.	 $160		
Greenbrier Alderson, W.Va.	W. HULLIHEN, Ph.D. Sewanee, Tenn.	1898 $200	35 240	11–17
Terra Alta Terra Alta, W.Va	Lieut. Col. T. G. RUSSELL S.M.A., Staunton, Va.	1918 $200	15 112	10–20
Asheville Asheville, N.C.	GEORGE JACKSON, B.S. Asheville School, Asheville, N.C.	1920 $250		
French Broad Brevard, N.C.	HENRY E. RAINES, B.S. Citadel Coll., Charleston, S.C.	 $195	17 99	12–18
Laurel Park Hendersonville, N.C.	Prof. I. B. BROWN, A.B. Charleston, S.C.	1912 $128	29 65	
Sapphire Brevard, N.C.	W. McK. FETZER Davidson, N.C.	1914 $160	20 75	9–20
Kawasawa Lebanon, Tenn.	Colonel L. L. RICE Castle Heights Military Acad.		15 135	9–20

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Webb Summer School Walling, Tenn.	W. R. WEBB Belle Buckle, Tenn.	1899 $125	51	
Culver Culver, Ind.	Colonel L. R. GIGNILLIAT Culver, Ind.	1902 $200	546	12–20
Kee-Mo Sah-Bee Mullet Lake, Mich.	CHARLES W. YEAGER Detr. Private Sch. of Gym.	1916 $225	9 75	8–16
Tosebo Manistee, Mich.	NOBLE HILL, Ph.B. Woodstock, Ill.	 $200	6 80	6–14
Sosawagaming Big Bay, Mich.	L. L. TOUTON Kansas City, Mo.	1912 $200		10–20
Algoma Oshkosh, Wis.	HENRY E. POLLEY Oshkosh, Wis.	1910 $125	5 40	8–16
Cranleigh Eagle River, Wis.	ARTHUR S. HOARE Mil. Co. Day Sch., Mil., Wis.	 $225	 30	
Highlands Sayner, Vilas Co., Wis.	WM. J. MONILAW, M.D. Univ. of Chicago, Chicago, Ill.	1904 $200	18 84	10–16
Indianola Madison, Wis.	F. G. MUELLER	1907 $150	20 30	9–21
Lake Geneva Summer School Lake Geneva, Wis.	Colonel R. P. DAVIDSON Northwestern Military Academy	1920 $250		
Minocqua Minocqua, Wis.	JOHN P. SPRAGUE, M.D. Chicago, Ill.	1904 $250	 75	9–16
Minne Wonka Three Lakes, Wis.	Dr. F. H. EWERHARDT Barnes Hosp., St. Louis, Mo.	1912 $250	20 80	9–16
Agamenticus Park Rapids, Minn.	W. G. RAMSDEN, B.S. 679 Lincoln Ave., St. Paul, Minn.	1917 $200	7 30	10–15
Shattuck Summer School Cedar Lake, Faribault, Minn.	C. W. NEWHALL, A.B. Shattuck School			
Evans Flagstaff, Ariz.	H. DAVID EVANS Mesa, Ariz.			
Palomar Palacios-by-the-Sea, Texas	Dr. and Mrs. J. V. BROWN San Marcos Acad., San Marcos	1919 $160	14 167	6–18
Glacier Park Camp School Glacier Park Station, Mont.	CHARLES R. FOSTER University Sch., Cleveland, Ohio	1919 $40 wk.	1 6	10–18
Blackwater Cody, Wyo.	B. C. RUMSEY Cody, Wyo.	1915 $150	2 9	
Yellowstone Yellowstone Park, Wyo.	ARTHUR J. JONES Browning School, New York City	1910	20	

Name Summer Address, P.O.	Head Winter Address	Est.	Tui.	Staff	Enr.	Age Limit
Pitts Eldora, Col.	RALPH S. PITTS East Side H. S., Denver, Colo.	1915	$15 wk.	6	50	12–18
Rockies for Boys Creede, Col.	ROBERT A. PATTERSON, A.B. Kingswood Sch., Hartford, Conn.	1920	$400	4	12	
Los Alamos Ranch Los Alamos, New Mexico	A. J. CONNELL Buckman, N.M.	1916	$400		16	12–18
Santa Anita Sierra Madre, Cal.	The Misses COOPER 211 4th Ave., Los Angeles, Cal.	1910	$125	7	20	5–15
Twin Oaks Ranch San Marcos, San Diego, Cal.	Mr. and Mrs. L. A. JORDAN	1905				
Aldercliff Weymouth, N.S.	ROY S. CLAYCOMB 14 Clifford St., E. Orange, N.J.	1912	$235		14	
Kagawong Rosedale, Ont.	E. A. CHAPMAN St. Andrew's Coll., Toronto		$200	6	50	
Keewaydin Timagami, Ont.	A. S. GREGG CLARKE Washington, Conn.	1893	$230	23	100	12–15
Massawippi North Hatley, P.Q.	CHARLES UPSON CLARK	1908				
Minne-Wawa Algonquin Park, Ont.	W. L. WISE, Ph.B. Bordentown, N.J.	1910	$150	4	23	
Mooswa Lake Annis, N.S.	GEORGE H. CAIN, A.B. 36 Oak St., Belmont, Mass.		$225	4	30	10–16
Otter Dorset, Ont.	Prof. C. V. P. YOUNG Ithaca, N.Y.	1909	$225	7	25	
Timagami Timagami, Ont.	A. L. COCHRANE Up. Can. Coll., Toronto	1900	$175	6	60	10–20
Vega Charleston Lake, Ont.	Mrs. HENRY WARD BEECHER 121 E. 57th St., New York City	1918	$275	8	30	7–15

GIRLS' CAMPS

Name Summer Address, P O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Abena Belgrade	Miss HORTENSE HERSOM Mamaroneck, N.Y.	1907 $325	15 70	8–20
Accomac Hillside	CORINNE B. ARNOLD 1419 Master St., Phila., Pa.	1911 $400	16 84	13–17
Alford Lake South Hope	ALICE M. PIERCE, A.B. 256 Garfield Pl., Brooklyn, N.Y.	1907 $300	16 56	12–18
Arcadia Pleasant Lake, Casco	Dr. G. L. MEYLAN 468 W. 141st St., N.Y. City	1919 $300	 40	
Eggemoggin Bath	Mr. and Mrs. E. L. MONTGOMERY Danvers, Mass.	1915 $200	40	8–20
Highland Nature Camps South Naples	EUGENE H. LEHMAN 216 W. 100th St., N.Y. City	1910 $375	11 60	8–19
Holton Long Lake, Naples	ETHEL RONALDSON Holton Arms Sch., Wash., D.C.	1920 $275	 25	
Kearsarge Naples	HELEN C. CULIN, B.A. Ogontz, Pa.	1918 $275	10 30	14–19
Kineowatha Wilton	ELIZABETH BASS, B.A. Wilton, Me.	1913 $300	25 100	8–18
Lin-e-kin Bay Camp Boothbay Harbor	Mr. and Mrs. G. R. BRANCH 64 Fruit St., Worcester, Mass.	 $200	5 20	10–20
Luther Gulick Camps South Casco	Mrs. CHARLOTTE V. GULICK Hotel Hemenway, Boston	1910 $400	 80	7–13 13–18
Mars Hill Union	DOROTHY MARCUS 205 W. 94th St., New York City	1916 $250		
Merrymeeting Bath	Mrs. A. R. WEBSTER 1325 Cypress St., Cincinnati, O.	1916 $250	12 60	9–20
Moosehead East Denmark		 $250		12–17
Moy-Mo-Da-Yo North Limington	F. HELEN MAYO Montview St., W. Roxbury, Mass.	1907 $250	12 40	
Newfound Harrison	Mrs. W. K. HORTON 15 Wash. Pl., Ridgewood, N.J.	 $250		
Ohuivo Oxford	MARY NORTH Montclair, N.J.	1913 $300		

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Owaissa Sebago Lake	Mrs. W. C. KENDALL [D.C. 1243 Newton St., N.E., Wash.,	1917 $250	50	8–18
Pinecliffe Crystal Lake, Harrison	ESTHER HAMBURGER 250 W. 103d St., N.Y. City	1919		10–20
Romany Orr's Island	NELL VINCENT	1919 $250		
Runoia Belgrade Lakes	JESSIE C. POND 503 W. 121st St., New York City	1908 $300	72	
Songo Casco	ALICE M. H. HENIGER, M.A. 227 Riverside Drive, N.Y.C.	1913 $325	8 48	
Sunny Crest Leeds Center	Mrs. GATES HAMBURGER 220 Broadway, New York City	1916 $350	10 50	9–18
Teconnet China	CHARLES F. TOWNE, A.B. Lasell Sem., Auburndale	1912 $300	10 75	12–20
Tripp Lake Poland	EVA B. ROSENHEIM 41 W. 82d St., New York City	1911 $350		11–18
Walden Denmark	BLANCHE HIRSCH 5 W. 91st St., New York City	1915 $400	11 60	12–19
Wildwood Bridgton	ROSE SOMMERFELD 225 E. 63d St., New York City	1916 $700	100	
Wyonegonic Denmark	Mr. and Mrs. C. E. COBB Denmark, Me.	1902 $350	78 216	8–21
Acadia Lakeport, N.H.	Dr. and Mrs. J. G. QUIMBY Lakeport, N.H.	1909		
Allegro Silver Lake	Mrs. BLANCHE CARSTENS 523 Washington St., B'kline	1918 $250	29	
Amaiyulti Chocorua	ELIZABETH P. LEFAVOUR 5 Jackson St., Beverly, Mass.	1919 $150		8–20
Anawan Meredith	Mrs. N. S. WINCHESTER 31 Haver'l St., Lawrence, Mass.	1913 $250	16 50	8–18
Aloha Club Pike	Mrs. HELEN GULICK KING 77 Addington Rd., B'kline, Mass.	1910 $275	20 85	7–14 14–18
Beau Rivage Little Harbor	FRANCES E. DEVERELL 57 E. 74th St., New York City	$225		
Belvedere Keene	Miss L. M. BROWN 429 Center St., Newton, Mass.	$130	12	5–11
Chatham Woods South Chatham	KATHERINE L. BISHOP Mill Hill Ave., Br'dg'pt, Conn.	1910 $150	25	

Name Summer Address, P.O.	Head Winter Address	Est.	Tui.	Staff	Enr.	Age Limit
Drumtochty New London	MARY H. MCCRAKEN St. Mary's Hall, Burlington, N.J.	1918			30	10–20
Eagle Point Rumney	VIRGINIA SPENCER 218 Madison Ave., N.Y. City	1905		7	27	12–23
Echo Amherst	M. C. HOWARD, A.B. 484 Central St., Cliftondale, Mass.	1919	$180		11	8–16
Fairweather Francestown	MATILDA D. FAIRWEATHER Chapel St., New Haven, Conn.	1911	$150		6	3–8
Idlepines Bow Lake, Strafford	Mrs. S. EVANNAH PRICE 40 High St., Springfield, Mass.	1920	$275		30	8–16
Iroquois Center Harbor	Dr. ANN TOMKINS GIBSON 6323 Lancaster Ave., Phila., Pa.	1915	$300	15	70	8–18
Khoo-Khoo-Khoos East Alton	Mr. and Mrs. B. L. YORKE Alton, N.H.	1904	$125	8	60	
Kuwiyan Alton	ELIZABETH D. EMBLER 160 W. 74th St., New York City	1910	$275	10	35	8–15
Larcom Tamworth	Mrs. S. G. DAVIDSON	1913	$150	10	20	8–17
Oahe Munsonville	Dr. and Mrs. C. A. EASTMAN Amherst, Mass.	1915	$250	12	50	
Pine Knoll Conway	Mrs. FRANCES H. WHITE 203 Shore Drive, Lynn, Mass.	1914	$275		56	10–24
Pinelands Center Harbor	Miss M. L. DALTON Misses MUÑOZ	1902	$250		67	
Rosalind Chesham	H. W. ROLFE Chesham, N.H.	1917				
Sargent Peterboro	Dr. DUDLEY A. SARGENT Cambridge, Mass.	1913	$300	41	150	8–24
Serrana Pike	Mrs. WM. H. FRICK 559 W. End Ave., New York City	1916	$250	15	50	8–18
Tahoma Camps Pike	ANNA W. COALE Hotel Earle, New York City	1915	$300	25	86	
Tall Pines Bennington	Miss REAVELEY Beacon St., Gloucester, Mass.	1915	$250		75	7–20
Wakondah Center Harbor	HARRIETT D. JONES Baldwin Sch., Bryn Mawr, Pa.	1909	$225		26	
Weetamoo New London	FLORENCE E. GRISWOLD 313 Hope St., Providence, R.I.	1916	$225	7	23	9–20

Name Summer Address, P.O.	Head Winter Address	Est, Tui.	Staff Enr.	Age Limit
Wikiva Hebron	Miss G. A. LILLARD 5329 Kenmore Ave., Chicago	1914 $300		
Winnemont West Ossipee	ELINOR C. BARTA 6 Cabot St., Winchester, Mass.	1920 $250		7–18
Winnetaska Ashland	Dr. and Mrs. JOHN B. MAY Cohasset, Mass.	1914 $250	10 40	8–21
Winona Fields Ashland	ELIZABETH M. FESSENDEN, Ph.B. MARY R. LAKEMAN, M.D.	1906 $200	5 20	9–25
Wuttaunoh Canaan	Prof. and Mrs. E. A. SHAW, C.E., A.M. Northfield, Vt.	1914 $250	 50	8–20
Aloha Fairlee, Vt.	Mrs. E. L. GULICK 77 Addington Rd., B'kline, Mass.	1905 $275	40 150	13–16
Aloha Hive So. Fairlee	ELLEN FARNSWORTH 77 Addington Rd., B'kline, Mass.	1915 $275	48 100	7–12
Arrowhead Vergennes	MARGUERITE A. DUDLEY, R.N. 121 Amity St., B'klyn, N.Y.	1916 $300		
Avalon Shaftsbury	Mr. and Mrs. R. D. CURRIER Newark, N.J.	1917 $225	12 40	7–24
Barnard Malletts Bay	Barnard Sch. for Girls, N.Y.C.	1907		
Big Pine South Fairlee	Mr. and Mrs. H. J. WYCKOFF 831 Summit Grove Ave., Bryn Mawr, Pa.	1913 $250	 25	12–16
Bluebird East Berkshire	MARY P. ANDERSON E. Berkshire, Vt.	1911 $200	 25	
Farwell Wells River	ROSALIND P. SANDERLIN Business H. S., Wash., D.C.	1906 $200	 34	
Hanoum Thetford	Mr. and Mrs. FARNSWORTH Teachers College, N.Y.C.	1908 $350	35 116	8–25
Hokomoko Fairlee	D. S. CONANT, A.B. Bradford, Vt.	1910 $150		
Ken-Jocketee South Strafford	Mr. and Mrs. J. W. TYSON, Jr. South Strafford, Vt.	1912 $250	14 80	10–25
Quinibeck South Fairlee	PARTNERSHIP	1911 $225	42 190	
Teela-Wooket Roxbury	Mr. and Mrs. C. A. ROYS 10 Bowdoin St., Camb., Mass.	1913 $300	26 150	8–20
Winnahkee Malletts Bay	Mrs. W. H. BROWN 311 W. 83d St., New York City	1916 $300	15 45	

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Winneshewauka Lunenburg	KARL O. BALCH Lunenburg, Vt.	1915 $250	15 50	
Winnesquam Milton	HELEN C. VAN BUREN 427 Ellison St., Paterson, N.J.	1919 $250	18 45	10–19
Wynona Fairlee	R. R. COOKMAN 260 Summer St., Fitchburg, Mass.	1913 $300	24 120	8–20
Wyoda South Fairlee	Mr. and Mrs HARVEY NEWCOMER Lowerre Summit Park, Yonkers	$175	30	
Chattering Clam Falmouth, Mass.	Mrs. DWIGHT FAY MOWERY Houlton, Me.	1920 $200	15	7–12
Chequesset Wellfleet	WM. G. VINAL, S.B., A.M. R.I. Norm. Sch., Prov., R.I.	1914 $225	11 36	12–20
Cowasset North Falmouth	BEATRICE A. HUNT Church St., Marlboro, Mass.	1915 $250	56	
Hillsview Brookline	Mrs. ALTHEA H. ANDREW 1440 Beacon St., B'kline, Mass.	$350	14	none
Little Bay Fairhaven	Mrs. and Mrs. P. C. HEADLEY, Jr. Fairhaven, Mass.	1920 $300	58	8–21
Mrs. Norman White's Orleans	MRS. NORMAN WHITE 424 W. 119th St., New York City	1914 $300	9 35	8–18
Quanset South Orleans	Mrs. E. A. W. HAMMATT Newton Center, Mass.	1907		
Rockledge Gloucester	Mrs. ELIZABETH D. BAYLIS 1021 Ocean Ave., B'klyn, N.Y.	1915 $200	25	12–18
Sea Pines Brewster	Miss FAITH BICKFORD Miss ADDIE BICKFORD	1907 $300	100	
Tonawanda Wareham	Misses LYDIA and FANNY BECKWITH, 600 Franklin Pl., Plainfield, N.J.	1916 $200	20	8–15
Wahtonah Wigwam Brewster	Mrs. FREDERICK T. BURDETT East Orange, N.J.	1917 $250	10 40	8–18
Watatic Ashburnham	ANNIE E. ROBERTS 27 Holland Ave., Westfield, Mass.	$200		
Yokum Becket	MARY E. RICHARDSON [Mass. 130 Firglade Ave., Springfield,	1916 $230	83	7–15
Broadview Sharon Valley, Conn.	MARY H. COFFIN 25 E. 55th St., New York City	$300	20	12–21
Chinqueka Bantam	DAVID LAYTON 669 Dawson St., New York City	1915 $175	25	8–14

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Menuncatuk Guilford	Mrs. T. A. HOOKER, A.M.	1909 $225	5 31	6–12 12–
Mystic Mystic	MARY L. JOBE, A.M. 50 Morningside Drive., N.Y.C.	1916 $300		8–17
Nehantic Crescent Beach	Mr. and Mrs. HENRY DAVISON 5333 Rising Sun Ave., Phila., Pa.	$165		
Po-ne-mah South Kent	J. WILFORD ALLEN, M.D. 117 W. 12th St., New York City	1915 $250	14 50	10–16
Redcroft Tolland	Mlle. EDMEE PRETAT			
Romany Camp Eastford	STANLEY KELLEY	1920		
Sebowisha R.F.D. 7, Norwich	Mrs. L. J. PHILLIPS R.F.D. 7, Norwich, Conn.	1911 $150		none
Arey Arey, N.Y.	ANDRÉ C. FONTAINE Roslyn, L.I., N.Y.	1912 $150	5 40	
Black Elephant Silver Bay, Lake George, N.Y.	THEODA F. BUSH Farlow Rd., Newton, Mass.	1910	15	
Boulder Point Inlet, N.Y.	LUCY POWERS WILKISON 91 Jefferson Ave., Columbus, O.	1916 $250	26	
Cedar Pottersville, N.Y.	ALICE G. FOX 4048 Chestnut St., Phila., Pa.	1909 $175	18	8–14 16–22
Grange Bellport, L.I.	CORALIE BOHLEN HAGEDORN 606 W. 137th St., New York City	$225	50	5–14
Lo-Na-Wo Fourth Lake, Fulton, N.Y.	Mr. and Mrs. S. KRANZ 521 W. 148th St., New York City	$300	85	
Mesacosa Corinth, N.Y	J. F. WILLIAMS, A.B., M.D. Teachers College, N.Y.C.	1914 $250	15 50	10–20
Miramichi Merrill, N.Y.	ELEANOR DEMING, A.B. AGATHE DEMING, A.B., B.S. 945 West End Ave., N.Y.C.	1915 $350		
Niqueenum Willsborough, N.Y.	MARGARET LYALL 24 Agassiz St., Camb., Mass.	1913 $30 wk.		
Sewanhaka Mt. Sinai, L.I., N.Y.	Dr. HENRY S. PETIT 106 Gates Ave., B'klyn, N.Y.	1914 $260		
Silver Lake [N.Y. Hawkeye P.O., Clinton Co.,	NINA HART Bradford Academy, Mass.	1912 $250	35	10–12 12–20
Twa-ne-ko-tah Angola, N.Y.	Rev. and Mrs. R. CARL STOLL College Hill, Snyder, N.Y.	$130		8–20

Name Summer Address, P.O.	Head Winter Address	Est. Tui.	Staff Enr.	Age Limit
Wanakena Pilot Knob, N.Y.	Dr. and Mrs. R. B. Boutecou 119 Stewart Ave., Ithaca, N.Y.	$200	30	12–25
Annung Mt. Minsi, Slateford, Pa.	Emma C. Greider Great Kills, N.Y.	1913 $225		6–12 12–30
Oneka Camps Tafton, Pike Co., Pa.	Ernest W. Sipple 350 W. Duval St., Germ., Pa.	1908 $275	20 90	7–20
Pine Tree Pocono Pines, Pa.	Blanche D. Price 404 W. School Lane, Phila., Pa.	1911 $230	25 160	
Junaluska Lake Junaluska, N.C.	Ethel J. McCoy Va. Int. Coll., Bristol, Va.	1915 $125		
Minnehaha Bat Cave, N.C.	Mrs. Wm. Roxby Bat Cave, N.C.	1912 $200	9 40	
Trail's End Lexington, Ky.	Mary D. Snyder 362 S. B'way, Lexington, Ky.	1913 $100		
Thorwald Sewanee, Tenn.	Mr. and Mrs. Malcolm McDowell Sewanee, Tenn.	$210	43	
Kechuwa Michigamme, Mich.	Misses Helen and Ella Ross 5725 Kenwood Ave., Chicago	1913 $250	60	12–20
Metomachek Sangatuck, Mich.	Kate R. Williams 430 Wabash Ave., Chicago, Ill.	1915 $300	16 125	9–22
Michigamme Michigamme, Mich.	Mrs. Caroline S. Rowell Independence Rd., K. Cy., Mo.	1911 $150		
Pinewood Brutus, Mich.	Gertrude Tuttle The Cambridge, Ind., Ind.	1915 $275	20 100	10–20
Spring Hills Michigamme, Mich.	Ida Mighell 3446 W. Monroe St., Chicago, Ill.	1916 $200	11	
Bryn Afon Rhinelander, Wis.	Lotta B. Broadbridge 15 Owen Ave., Detroit, Mich.	$250	10 80	8–20
Idyle Wyld Three Lakes, Wis.	Mrs. L. A. Bishop Three Lakes, Wis.	1917 $300		10–21
Minne-Wawa Tomahawk, Oneida Co., Wis.	Mr. and Mrs. M. A. Ebert [Wis. Tomahawk Lake, Oneida Co.,	1912 $350	16	
Sandstone Green Lake, Wis.	Elva I. Holford Crystal Springs, Fla.	1912 $250	30 100	
Kawajiwin Cass Lake, Minn.	Winnifred Schureman 1780 Lyndale Ave., S. Minn.	1915 $180	18 54	6–18
Rocky Mountain Dancing Steamboat Springs, Col.	Portia Mansfield Swett 2150 W. North Ave., Chicago	1914 $35 wk.	9	
Willapa Nahcotta, Wash.	Dorothy A. Elliott 314 E. Poplar St., Walla Walla	1916 $90	7 25	10–17

SUPPLEMENTARY LIST OF SCHOOLS

Not Elsewhere Included in This Handbook

BOYS' SCHOOLS

NEW ENGLAND

HILLSIDE HOME SCHOOL, West Lebanon, Me.
Mrs. Fred L. Shapleigh, Prin. For boys under fifteen.

HANOVER TUTORING SCHOOL, Hanover, N.H.
John W. Leydon, Director. Summer Session.

ARMS ACADEMY, Shelburne Falls, Mass.
James W. Vose, Prin. Now part of the Public School System.

BROMFIELD SCHOOL, Harvard, Mass.

HORBLIT'S PREPARATORY SCHOOL, 532 Warren St., Roxbury, Mass.

NORTHSIDE COLLEGE PREPARATORY SCHOOL, Williamstown, Mass.

SEDGWICK SCHOOL, Great Barrington, Mass.
Mr. and Mrs. Edward J. Van Lennep. Tutoring.

ST. JOHN'S SCHOOL, Worcester, Mass. Brother Henry, Prin. R.C.

ST. JOSEPH'S ACADEMY, Wellesley Hills, Mass. Elementary.

WEAVER SCHOOL, West Main Road, Newport, R.I. Est. 1916.
Miss Helen M. Weaver, Prin. For young boys from six to twelve.

CHERRY LAWN SCHOOL, Stamford, Conn. Coll. Prep.

J. R. WASHBURN, Brooklyn, Conn. Tutoring. For four boys.

MIDDLE STATES AND MARYLAND

ACADEMY OF THE SACRED HEART, Syracuse, N.Y.
Rev. John F. Mullany, Prin. R.C.

AUGUSTINIAN ACADEMY, Tomkinsville, N.Y. F. F. Commins, Prin. R.C.

CATHEDRAL ACADEMY, Albany, N.Y. J. A. Delaney, Prin. Enr. 70. R.C.

CHAMPLAIN ACADEMY, Port Henry, N.Y.
Sister M. Berchmaus, Prin. R.C.

CHIEF SCHOOL, THE, 5 Beekman St., New York City.
H. Sibley Elgot, Prin. Preparation for college entrance, Regents', Cooper Union, West Point and Annapolis examinations.

CHRISTIAN BROTHERS ACADEMY, Albany, N.Y. Enr. 238. R.C.
Rev. Brother Augustus, F.S.C., Prin.

CHRISTIAN BROTHERS ACADEMY, Syracuse, N.Y.
Brother William, Prin. Enr. 223. R.C.

CRAVEN SCHOOL, Mattituck, L.I., N.Y. Est. 1913.
Rev. Charles E. Craven. Enr. 4.

DE LA SALLE INSTITUTE, 106–108 Central Park West, New York City.
Est. 1888. Rev. Brother Rodolphus. Enr. 74. R.C.

EASTERN ASSOCIATION SCHOOL, Silver Bay, Lake George, N.Y. Summer only. Fred S. Goodman, President. Y.M.C.A. training.

EASTERN DISTRICT PREPARATORY SCHOOL, 775 DeKalb Ave., Brooklyn, N.Y.
Day and evening instruction. Regents', Civil Service, College Entrance. Cooper Union.

EPISCOPAL BOYS' HOME BOARDING SCHOOL, Harrison, N.Y. Est. 1895.
H. A. and Katherine M. Fonda-Sattler, Prins.

HEMPSTEAD SCHOOL, 431 Front St., Hempstead, L.I., N.Y.
D. Turner, Prin.

LA SALLE ACADEMY, 44 E. 2d St., New York City. Est. 1848.
Rev. Brother Arnold, Prin.

RYE COUNTRY SCHOOL, Harrison, N.Y. Est. 1901.
Sumner Blakemore, Prin. Tuition $800.

St. Francis Academy, 41 Butler St., Brooklyn, N.Y.
Brother David, Prin. Enr. 350. R.C.

St. James Academy, 248 Jay St., Brooklyn, N.Y. Est. 1851.
Brother Vincent, Prin. Enr. 90. R.C.

St. John's College High School, Fordham, N.Y. Bdg. and day.
Rev. Joseph H. Mulry, S.J., Prin.

St. John's College, Lewis and Willoughby Aves., Brooklyn, N.Y.
Preparatory Department.

St. Joseph's Collegiate Institute, Buffalo, N.Y.
Brother Thomas, Pres. Enr. 172. Fac. 8.

Trinity School, Mamaroneck, N.Y.
Rev. W. H. C. Lylburn, Prin. Episcopal. A small home school.

Academy of St. Joseph, Convent Station, Morris Co., N.J. Est. 1862.
Preparatory school for boys under thirteen.

Dr. Meyer's Private School, Atlantic City, N.J. Coll. Prep.

St. Benedict's Preparatory School, Newark, N.J.
Enr. 204. Fac. 14. 4 year course. R.C.

Winchester School for Boys, Longport, Atlantic City, N.J.
Douglas Howe Adams, Head Master.

College of St. Thomas Aquinas, Scranton, Pa. Est. 1888.
Rt. Rev. Michael J. Hoban, D.D.

Girard College, Philadelphia, Pa.
Bdg. 4 year course. Enr. 394. Fac. 36.

Phillips Brooks School, 4224 Baltimore Ave., Philadelphia, Pa.
Est. 1904. Howard S. Eitzel, A.M., Head Master.

St. Joseph's College, High School Department, Philadelphia, Pa.
Rev. R. J. Walsh, S.J., Prin. 4 year course. Tuition $100.

Villanova Preparatory School, Villanova, Pa.
Rev. E. G. Dohan, Prin. R.C.

Army and Navy Coaching School, Annapolis, Md. A. Knox Starlings.

Carl's Private School, Hagerstown, Md. Coll. Prep.

Peck's Washington Collegiate School, Washington, D.C. Coll. Prep.

Polytechnic Institute, Baltimore, Md. Coll. Prep.

U. S. Naval Academy Preparatory School. Annapolis, Md.
Day. 1 year course. Enr. 170. Fac. 4.

Salesianum High School, Wilmington, Del. 4 year course.

Tutoring School of George McIntire, Wilmington, Del. Coll. Prep.

Gonzaga College High School, Washington, D.C.
Day. 4 year course. Enr. 124. Fac. 10.

St. John's College, Washington, D.C.
Day. 4 year course. Enr. 118. Fac. 7.

SOUTHERN STATES

Norfolk Country Day School, 1404 Raleigh Ave., cor. Euclid Ave.
Norfolk, Va. Edwin DeMeritte, A.B., Prin. Boys nine to fourteen.

Baird's School for Boys, Charlotte, N.C.
Maj. J. G. Baird, A.B., Prin.

Cape Fear Academy, Wilmington, N.C. Est. 1872.
Washington Catlett, Prin.

Greecy's College Preparatory School, Elizabeth City, N.C.
Enr. 138. Fac. 1. 4 year course.

Jacksonville University School, 1654 College St., Jacksonville, Fla.
Wm. W. Hastings, Ph.D., Prin. Enr. 53. Coll. Prep.

Bowen School, Nashville, Tenn. Est. 1896.
A. G. Bowen, A.M., Prin. Enr. 100.

Grandview Normal Institute, Chattanooga, Tenn. Est. 1884.
P. S. Ault, Prin.

Hall Moody Normal School, Martin, Tenn. Est. 1900.
James T. Warren, A.B., Pres. Enr. 325. Prep. course and two years of college work.

MORGAN SCHOOL, Fayetteville, Tenn. Est. 1899. R. K. Morgan, Prin.
ST. XAVIER'S COLLEGE, Louisville, Ky.
Day. 4 year course. Enr. 243. Fac. 20.
BAPTIST COLLEGIATE INSTITUTE, Newton, Ala. Est. 1898.
A. W. Tate, Pres. Enr. 120.
BARNES SCHOOL, Montgomery, Ala. J. M. and E. R. Barnes. Enr. 50.
GREEN UNIVERSITY SCHOOL, Athens, Ala. Walter K. Green, Prin.
CENTENARY COLLEGE OF LOUISIANA, High School Department, Box 6, Shreveport, La. Est. 1839. Rev. R. H. Wynn.
DYER'S UNIVERSITY SCHOOL, New Orleans, La.
FERRELL SCHOOL, 4920 St. Charles St., New Orleans, La.
L. C. Ferrell, Prin.
LORTON PREPARATORY SCHOOL, Houma, La.
ST. CHARLES COLLEGE, Grand Coteau, La.
Bdg. 4 year course. Enr. 108. Fac. 10.
UNIVERSITY SCHOOL, New Orleans, La.
MISSISSIPPI HEIGHTS ACADEMY, Blue Mountain, Miss.
Bdg. 4 year course. Enr. 213. Fac. 7.
HOUSTON ACADEMY, Houston, Tex.
F. W. Gross, A.B., A.M., Prin. Coll. Prep.
SIMS SCHOOL, Fort Worth, Tex. Coll. Prep. J. G. Sims, Prin. Enr. 15.

NORTH CENTRAL STATES

BOYS' CATHOLIC CENTRAL HIGH SCHOOL, Grand Rapids, Mich.
Day. 4 year course. Enr. 190. Fac. 13.
THE HUDSON SCHOOL, Grand Circus Park, Detroit, Mich.
Benjamin D. Edwards, Chancellor. Waldo B. Davidson, Head Master.
BALFOUR JOHNSTONE SCHOOL, 64 W. Randolph St., Chicago, Ill.
Balfour Johnstone, Prin. Coll. Prep.
CHADDOCK BOYS' SCHOOL, 24th St. and Madison Park, Quincy, Ill. Est. 1899. Hugh C. McPherson, Dean. Enr. 43.
COLLEGE SCHOOL, THE, Kenilworth, Ill. Est. 1905.
KEEWATIN ACADEMY, Lake Villa, Ill. J. H. Kendrigan, Prin.
QUINCY COLLEGE, High School Department, Quincy, Ill.
Bdg. Enr. 160. Fac. 10. 4 year course. R.C.
ST. CYRIL COLLEGE, Chicago, Ill.
Day. 4 year course. Enr. 200. Fac. 12.
ST. PROCOPIUS COLLEGE ACADEMY, Lisle, Ill.
Bdg. 4 year course. Enr. 120. Fac. 20.
ST. RITA COLLEGE, Chicago, Ill.
Day. 4 year course. Enr. 159. Fac. 9.
THORPE ACADEMY, Lake Forest, Ill. Boys five to fifteen.
AQUINAS COLLEGE. High School Department. Columbus, Ohio.
Bdg. 4 year course. Enr. 200. Fac. 12.
CONCORDIA COLLEGE, Fort Wayne, Ind.
Bdg. 4 year course. Enr. 225. Fac. 16.
ST. JOSEPH'S COLLEGE, Collegeville, Ind.
Bdg. 4 year course. Enr. 176. Fac. 10.
CONCORDIA COLLEGE, Milwaukee, Wis.
Bdg. 4 year course. Enr. 181. Fac. 9.
ST. LAWRENCE COLLEGE, Mt. Calvary, Wis.
Bdg. 4 year course. Enr. 169. Fac. 11.
ST. NORBERT'S COLLEGE, West Depere, Wis.
Bdg. 4 year course. Enr. 127. Fac. 14.
DE LA SALLE INSTITUTE, Minneapolis, Minn.
Day. 3 year course. Enr. 202. Fac. 8.
HIGHLAND PARK COLLEGE, Des Moines, Ia.
Geo. P. Magill, A.B., Prin.
CITY DAY SCHOOL, 4400 Von Cersen Ave., St. Louis, Mo.
E. F. Jackson, Prin.

De La Salle Academy, Kansas City, Mo.
Day. 4 year course. Enr. 111. Fac. 8.
Rockhurst College, Kansas City, Mo.
Day. 4 year course. Enr. 150. Fac. 8.
St. Paul's College, Concordia, Mo.
Bdg. 4 year course. Enr. 131. Fac. 8.

PACIFIC COAST STATES

Y.M.C.A. Schools, Los Angeles, Cal., Technical and Trade Courses.

MILITARY SCHOOLS

Worrall Hall Academy, Peekskill, N.Y. Est. 1867.
Briarley Hall Military Academy, Poolesville, Md. S. J. Lodge, Supt.
Horner Military School, Charlotte, N.C. Sold in 1920 by J. C. Horner, the founder and former principal.
Chick Springs Military Academy, Chick Springs, S.C. Est. 1916.
F. L. McCoy, Ph.D., Supt. Classical, Scientific and Commercial courses.
Bryant School, Fort Worth, Tex. Est. 1912.
W. Cullen Bryant, A.B., Prin. Enr. 38.
Kearney Military Academy, Kearney, Neb. Est. 1892.
Col. Harry R. Dummond.
Long Beach Military Academy, 2710 E. Ocean Ave., Long Beach, Cal.
Professor Blackwell.
St. John's Academy, 10–60 Washington St., Los Angeles, Cal. Est. 1919.
Military boarding school for boys six to fourteen.
Westlake School, Alvarado St., Los Angeles, Cal. Prep. for Annapolis and West Point. Holden Gardner, Head Master.
Yale School, 205–209 North Union Ave., Los Angeles, Cal.
Semi-military. Summer Camp.

GIRLS' SCHOOLS

NEW ENGLAND

Concord Academy, Concord, Mass. Miss Harriman, Prin.
Academy of the Assumption, Wellesley Hills, Mass. Est. 1893.
Sisters of Charity. R.C.
Academy of Jesus-Mary, Fall River, Mass. Est. 1877. R.C.
Academy of Notre Dame, Roxbury, Mass. Enr. 145. R.C.
Academy of Sacred Heart, 262 Commonwealth Ave., Boston.
Enr. 42. R.C.
Elm Hill School, Wenonah St., Roxbury, Mass. Est. 1886.
Matilda W. Adams, Prin.
Miss Moulton's School, 80 Hammond St., Chestnut Hill, Mass.
The Newton School for Girls, 547 Center St., Newton, Mass.
Miss Clara Lewinthal, Miss Harriet M. Marcy, Prins.
St. Ann's Academy, Marlboro, Mass. Est. 1887. Enr. 42. R.C.
Smith Academy, Hatfield, Mass.
Woodward Institute, Quincy, Mass.
Academy of the Sacred Heart, Providence, R.I. R.C.
St. Xavier's Academy, 60 Broad St., Providence, R.I.
Sister M. Eulalia, Supt. Enr. 172. R.C.
Academy of the Holy Names, Baltic, Conn.
Academy of Notre Dame, Waterbury, Conn. Enr. 52. R.C.
Phelps School, Mt. Carmel, Conn. Est. 1900.
Florence M. Peck and Alice E. Peck, Prins.
St. Mary's Academy, New Haven, Conn. Est. 1902.
R.C. Day School.

MIDDLE STATES AND MARYLAND

ACADEMY OF THE HOLY NAME, Albany, N.Y.
Sister M. Odilia. Enr. 128. R.C.

ACADEMY OF THE VISITATION, Ridge Blvd. and 89th St., Brooklyn, N.Y.
Est. 1855. Weekly bdg. and day.

BENSONHURST SCHOOL, Bath Beach, Brooklyn, N.Y. Est. 1918.
Mrs. T. H. Brown, Prin.

MRS. J. A. CHASE'S SCHOOL, 976 St. Mark's Ave., Brooklyn, N.Y.
Est. 1899. Kindergarten, primary and grammar grades.

FEMALE ACADEMY OF THE SACRED HEART, Rochester, N.Y.
Madame Gabrielle de Roquefeuil, Prin. Enr. 65. R.C.

FLANNARDRIGH, The School for Special Students, 520 West End Ave., N.Y.C.
Mrs. Cyril Flannery, A.M. Est. 1905.

THE FRANCES SCHOOL, Pittsford, N.Y.
Miss Harriett C. Neafie, Miss Mabel A. Taylor, Prins.

FRANKLIN ACADEMY, Malone, N.Y.

HOLY ANGELS ACADEMY, Buffalo, N.Y. Est. 1857.
Sister M. Agnes, Prin. Enr. 230. R.C.

HOLY CROSS ACADEMY, 343 West 42d St., New York City.
Sister Louise Carmela, Prin. Enr. 105. R.C.

INSTITUTE OF THE SISTERS OF ST. JOSEPH, Buffalo, N.Y.
Sister Mary A. Burke, Prin. Enr. 72. R.C.

MINCI SCHOOL, New Rochelle, N.Y. Est. 1897.
Mother M. Augustine, Prin. Enr. 45. R.C.

MT. MERCY ACADEMY, Buffalo, N.Y.
R.C. Bdg. Enr. 116. Fac. 7. 4 years.

MT. ST. JOSEPH ACADEMY, Buffalo, N.Y.
R.C. Bdg. Enr. 116. Fac. 7. 4 years.

MT. ST. URSULA ACADEMY, Bedford Park, New York City. Est. 1854.
Mother Mary Fidelis, Prin. Enr. 78. R.C.

NARDIN ACADEMY, Buffalo, N.Y.
R.C. Day. Enr. 117. Fac. 15. 4 years.

NAZARETH ACADEMY, Rochester, N.Y.
Sister M. Marcella Reagan, Prin. Enr. 302. R.C.

ST. ANGELA HALL ACADEMY, Brooklyn, N.Y.
R.C. Day. Enr. 103. Fac. 13. 4 years.

ST. CATHARINE'S ACADEMIC SCHOOL, 539 W. 152d St., N.Y.C. Est. 1890.
Sister M. Bernadine, Prin. Enr. 34. R.C.

ST. ELIZABETH'S ACADEMY, Allegheny, N.Y.
Sister M. Theresa, Prin. Enr. 48. R.C.

ST. FRANCIS XAVIER ACADEMY, 721 Carroll St., Brooklyn, N.Y.
Sister M. Immaculate, Prin. R.C.

ST. GABRIEL'S SCHOOL, 231 East 36th St., New York City.
Sister M. Manella, Prin. Enr. 63. R.C.

ST. MARY'S ACADEMY, Glens Falls, N.Y.
Sister Mary Joseph, Prin. Enr. 41. R.C.

ST. MARY'S ACADEMY, Little Falls, N.Y. Enr. 122. R.C.

SHERMAN PARK SEMINARY, Port Henry, N.Y.
Sisters of St. Joseph. R.C.

MRS. THURSTON'S OUTDOOR SCHOOL, Sunny-Brae, Avon, N.Y.
For little girls.

THE MISSES WILDS' STUDENT HOME, 59 E. 64th St., N.Y.C. Opened 1917.
Residence and chaperonage for girls attending day schools. $1000.

MRS. EDWARD FROTHINGHAM WYMAN, 152 West 58th St., New York City.
Receives in her home girls wishing to study in New York City.

MISS ANABLE'S SCHOOL, New Brunswick, N.J. Est. 1883.
Harriet Anable, Prin. Day only.

BERGEN SCHOOL FOR GIRLS, Jersey City, N.J. Coll. Prep.

CARTER SCHOOL FOR GIRLS, THE, Princeton, N.J. Est. 1905.
Maude Virginia Carter, Prin. Enr. 25.

College of Mount St. Mary, Plainfield, N.J.
High School and Primary Departments.
Misses Hazeltine's School, Morristown, N.J. Coll. Prep.
Kimberley School, Montclair, N.J.
St. Vincent's Academy, Newark, N.J.
R.C. Bdg. Enr. 139. Fac. 12. 4 years.
Star of the Sea Academy, Long Branch, N.J. Est. 1885.
Sisters of Charity. R.C.
Carson College for Orphan Girls, Flourtown, Pa.
Elsa Ueland, Pres.
Miss Dickinson's School, Sewickley, Pa.
Miss Bertha Dickinson, Prin. Enr. 65.
Dilworth Hall, Pittsburgh, Pa.
The Gordon-Roney School, 4112 Spruce St., Philadelphia, Pa.
Miss Mary E. Roney, Prin. For girls and little boys.
Miss Munson's Preparatory School, Sewickley, Pa.
Miss M. A. Munson, Prin. Enr. 85.
Miss Osgood's School for Little Girls, Jenkintown, Pa.
Miss Harriet M. Osgood, Prin. Associated with Beechwood School.
Seiler School, Harrisburg, Pa.
Miss Martha Seiler, Miss Sue Seiler, Prins. Coll. Prep.
Ursinus College, Collegeville, Pa.
St. Charles College, Catonsville, Md.
R.C. Bdg. Enr. 131. Fac. 12. 4 years.
St. Joseph's College, Emmitsburg, Md.
Misses Hebb's School, Wilmington, Del. Coll. Prep.
Ursuline Academy, Wilmington, Del. Est. 1893.
Boarding and day.
Epiphany, 3017 O St., Washington, D.C.
Sister Dorothea, Prin.
St. Cecilia's Academy, Washington, D.C.
R.C. Boarding.

SOUTHERN STATES

Elizabeth College, Salem, Va. Lutheran ownership and control.
Paul Seeg, Acting Prin.
Leache-Wood Seminary, Norfolk, Va. Est. 1871.
Miss Agnes P. West. Prin. Large day and boarding school with local patronage. Outdoor study all winter.
Chowan College, Murfreesboro, N.C.
G. E. Lineberry, Pres. Maintains a Preparatory department.
Converse College, Spartanburg, N.C. Est. 1890.
Robert P. Pell, Litt.D., Head. Bdg. Non-sectarian.
Davenport College, Lenoir, N.C. Est. 1855.
Rev. James B. Craven, Pres. Enr. 180. Methodist Episcopal.
Laura Sunderland Memorial School, Concord, N.C.
Melissa Montgomery, Prin. Elementary industrial school.
Louisburg College, Louisburg, N.C. Coll. Prep.
Mont Edgecombe, Elm City, R.F.D., N.C.
Dr. and Mrs. W. P. Mercer. Small country home school.
Mountain View Institute, Hays, N.C. Est. 1912.
Miss Elizabeth Anderson, Prin. Tuition $27. Coll. Prep.
Normal and Collegiate Institute, Asheville, N.C.
Presb. Bdg. Enr. 210. Fac. 22. 4 years.
Pineland School, Salemburg, N.C.
Bdg. Enr. 100. Fac. 3. 4 years.
Sacred Heart College, Belmont, N.C. Preparatory work.
Chicora Academy, Columbia, S.C.
S. C. Byrd, D.D., Pres. Maintained by Chicora College for Women. Courses from primary to high school.
Coker College, Hartsville, S.C.

COLUMBIA COLLEGE, Columbia, S.C.
GREENVILLE WOMAN'S COLLEGE, Greenville, S.C. Est. 1855.
David M. Ramsay, D.D., Pres. 1200 alumnæ. Enr. 500.
WOMAN'S COLLEGE, Due West, S.C. Est. 1859.
R. L. Rolinson, Pres. Over 1000 alumnæ. Has enrolled 4000. Present enr. 150. Controlled by the Associate Reformed Presbyterian Church. Board and tuition $250. Maintains a Prep. Dept.
BRENAU COLLEGE, Gainesville, Ga. Est. 1878.
Hayward J. Pearce, Pres.
COX COLLEGE, College Park, Ga. Est. 1843.
Carl W. Minor and Wm. S. Cox, Asso. Presidents. Usual literary courses, art, music, domestic science and commercial branches.
LAGRANGE COLLEGE, Lagrange, Ga. Est. 1833.
Miss Daisy Davies, Pres. since 1915.
WESLEYAN COLLEGE, Macon, Ga.
Methodist. Preparatory, special and college. Bdg.
CONVENT OF MARY IMMACULATE, Key West, Fla. Est. 1868.
Boarding and day. R.C.
MISS PALMER'S SCHOOL, Eustis, Fla.
PALMHURST, Indianola, Fla.
Rev. Albert L. Hazlett, A.M., Ph.D., Prin. Enr. limited to ten.
CEDAR GROVE ACADEMY, Louisville, Ky. Est. 1842. Boarding. R.C.
FRANKLIN FEMALE COLLEGE, Franklin, Ky.
LIBERTY COLLEGE, Glasgow, Ky. Est. 1874
College and college preparatory courses. Baptist.
LORETTO ACADEMY, Loretto, Ky. Est. 1812. R.C.
MADISON INSTITUTE, Richmond, Ky. Est. 1866.
J. B. Cassidy, Prin. Enr. 80.
MILLERSBURG COLLEGE, Millersburg, Ky. Est. 1850.
Rev. C. C. Fisher, A.M., Pres. Enr. 145. Junior College and Coll. Prep.
SAYRE COLLEGE, Lexington, Ky. Est. 1854.
Dr. Lorin Stuckey, Pres. Coll. Prep. and Conservatory of Music.
URSULINE ACADEMY OF THE IMMACULATE CONCEPTION, Louisville, Ky. Est. 1864. R.C.
VILLA MADONNA ACADEMY, Ludlow, Ky.
Benedictine Sisters. Boarding. $200.
MRS. BUFORD'S SCHOOL, Nashville, Tenn. 8 bdg. and 40 day pupils
FAIRMONT SCHOOL, Monteagle, Tenn. Coll. Prep.
MISS HUTCHISON'S SCHOOL, Memphis, Tenn. Est. 1913.
Miss Mary G. Hutchison, Prin. Accr. School. Day only. Enr. 125.
MEMPHIS CONFERENCE FEMALE INSTITUTE, Jackson, Tenn. Est. 1837.
H. G. Hawkins, Pres. Primary through college preparation. Boarding and day. Enr. 195. $260.
ROGERSVILLE SYNODICAL COLLEGE, Rogersville, Tenn.
SOULE COLLEGE, Murfreesboro, Tenn. Preparatory School.
THOMAS SCHOOL, Memphis, Tenn. Miss Lida G. Thomas, Prin. Coll. Prep.
ISABELL COLLEGE FOR GIRLS, Talladega, Ala.
4 years. Bdg. Enr. 100. Presb.
LOULIE COMPTON SEMINARY, Birmingham, Ala. General courses.
SOUTH HIGHLANDS SCHOOL, Birmingham, Ala.
Mrs. J. M. Spencer, Pres. Primary and Preparatory departments.
ALL SAINTS COLLEGE, Vicksburg, Miss. Mary L. Newton, A.M.
SILLIMAN COLLEGIATE INSTITUTE, Clinton, La. Coll. Prep.
MISS HOLLEY'S SCHOOL, Dallas, Tex. Coll. Prep.
MULHOLLAND SCHOOL, 210 Augusta St., San Antonio, Tex. Est. 1894.
Kate B. Jackson, A.B., Prin. Enr. 100. Accr. by Vassar.

NORTH CENTRAL STATES

GLENDALE COLLEGE, Glendale, Ohio. Est. 1853.
Rebecca J. DeVore, Pres. Junior College.

MT. ST. JOSEPH, College and Academy, Mt. St. Joseph, Ohio. Est. 1829. Inc. 1852. Conducted by Sisters of Charity. Enr. 140.

MT. ST. VINCENT ACADEMY, Cincinnati, Ohio.
R.C. Day. Enr. 101. Fac. 6. 4 years.

ST. AUGUSTINE'S ACADEMY, Fort Wayne, Ind. Est. 1845. Enr. 56.

ST. JOHN ACADEMY, Indianapolis, Ind. Bdg. Enr. 111. Fac. 5. R.C.

GROSSE PT. SCHOOL, Detroit, Mich. Miss Elizabeth M. Coburn, Prin.

HOLY ROSARY ACADEMY, Lincoln Ave., Bay City, Mich. Enr. 22. R.C.

ACADEMY OF THE HOLY FAMILY, Alton, Ill.
Sisters of Saint Ursula. Academic, Preparatory and Elementary courses.

ACADEMY OF OUR LADY, 95th and Throop Sts., Longwood, Chicago, Ill.
Sister M. Aquinata, Directress. Enr. 274. R.C.

ACADEMY OF OUR LADY OF SACRED HEART, Peoria, Ill.
R.C. Bdg. Enr. 111. Fac. 10.

ACADEMY OF OUR LADY OF PROVIDENCE, Chicago, Ill.
Sisters of Providence of St. Mary-of-the-Woods. Enr. 383. R.C.

BETTIE STUART INSTITUTE, Springfield, Ill. Est. 1868.
Anne H. Brooks, Prin. Enr. 85.

CONVENT OF THE HOLY CHILD JESUS, Chicago, Ill.
R.C. Day. Enr. 100. Fac. 4. 4 years.

MARYWOOD SCHOOL, 2128 Ridge Ave., Evanston, Ill.
Sisters of Providence.

SAINT MARY'S ACADEMY, 301 N. Eighth St., Quincy, Ill. Est. 1867.
Sisters of Notre Dame, Mother M. Magdalen, Prin. Enr. 46. R.C.

ST. JOSEPH'S SEMINARY, Kankakee, Ill. Est. 1865. R.C.

ST. XAVIER ACADEMY, Chicago, Ill.
R.C. Bdg. Enr. 214. Fac. 20. 4 years.

VILLA DE CHANTAL, Rock Island, Ill. Est. 1868. Enr. 144. R.C.

HOLY ANGELS ACADEMY, Milwaukee, Wis.
R.C. Day. Enr. 122. Fac. 6. 4 years.

SACRED HEART ACADEMY, Madison, Wis. Est. 1882. Enr. 128. R.C.

ST. JOSEPH'S ACADEMY, Green Bay, Wis. Est. 1902. Enr. 120.

BETHLEHEM ACADEMY, Faribault, Minn. R.C.

ST. CLARE SEMINARY, Winona, Minn. Est. 1894.
Prep. to College of Saint Teresa. R.C.

ST. JOSEPH'S ACADEMY, Minneapolis, Minn. Day. Enr. 290. Fac. 12. R.C.

ST. MARGARET'S ACADEMY, Minneapolis, Minn.
R.C. Day. Enr. 290. Fac. 12.

ST. MARY'S ACADEMY, Owatonna, Minn. Est. 1877.
Sister Celestine, Superior. R.C.

ACADEMY OF THE IMMACULATE CONCEPTION, Dubuque, Ia. Enr. 75. R.C.

IMMACULATE CONCEPTION ACADEMY, Davenport, Ia.
R.C. Bdg. Enr. 119. Fac. 7.

CHRISTIAN COLLEGE, Columbia, Mo. Est. 1851.
Mrs. L. W. St. Clair-Moss, Pres. Enr. 248. Junior College.

COTTEY COLLEGE, Nevada, Mo. Est. 1884.
Mrs. V. A. Cottey Stockard, Pres. Enr. 200. Junior College.

SYNODICAL COLLEGE, Fulton, Mo. Junior College.

CENTRAL COLLEGE, Conway, Ark. Dr. John W. Conger, Prin.

SACRED HEART ACADEMY, Helena, Ark.
Sisters of Charity of Nazareth, Ky. 12 years.

FAIRMOUNT COLLEGE AND MUSIC CONSERVATORY, Wichita, Kan. Est. 1892.
Walter H. Rollins, Pres. Enr. 655.

ST. MARY'S ACADEMY, Leavenworth, Kan. Est. 1858. R.C.

IMMACULATE CONCEPTION ACADEMY, Hastings, Neb.
Conducted by Sisters of St. Dominic. Academic and Vocational.

MIDLAND COLLEGE, Tremont, Neb. E. E. Stauffer, Pres.

SPALDING ACADEMY, Spalding, Neb. Est. 1900.
Sister Mary Dolores. Enr. 45. R.C.

PACIFIC COAST STATES

College of Notre Dame, Los Angeles, Cal.
R.C. Bdg. Enr. 136. Fac. 12. 4 years.
Notre Dame College, San Jose, Cal.
R.C. Bdg. Enr. 148. Fac. 20. 4 years.
The Open Gate, Hollywood, Cal. Mrs. Roland Gray, Head.
St. Mary's College, Oakland, Cal. Boarding and day.
Wellesley School, The, 2523 Hillegass Ave., Berkeley, Cal. Est. 1874 as Snell Seminary. Miss Adelaide Smith, B.S., B.A., M.S., Prin. Enr. 15.
Wilshire School for Girls, 624 S. Normandie Ave., Los Angeles, Cal. Miss I. C. Pirret, Prin.

COEDUCATIONAL SCHOOLS

NEW ENGLAND

Anson Academy, North Anson, Me. Est. 1823.
R. E. G. Bailey, Prin. Enr. 31.
Bridge Academy, Dresden Mills, Me. Est. 1881.
Norris S. Lord, A.B., Prin. Enr. 44. Endowed.
Calais Academy, Calais, Me.
Cherryfield Academy, Cherryfield, Me. R. C. Bridges, Prin.
Corinna Union Academy, Corinna, Me.
Hampden Academy, Hampden, Me. Est. 1803. B. C. Merckle, Prin.
Leavitt Institute, Turner Center, Me. Est. 1901.
Charles B. Haskell, Prin. Enr. 66.
Litchfield Academy, Litchfield, Me. Est. 1845. Leon E. Cash, Prin.
Madawaska Training School, Fort Kent, Me. Est. 1878.
Miss Mary P. Nowland, Prin.
Monson Academy, Monson, Me. C. H. Rangers, Prin.
Patten Academy, Patten, Me. Charles E. Merrill, Prin.
Potter Academy, Sebago, Me. Est. 1895. Berton E. Cook, Prin.
Somerset Academy, Athens, Me. Inc. 1846. C. H. Greene, Prin.
Washington Academy, E. Machias, Me. Est. 1792.
Ralph S. Smith, Prin.
Wilton Academy, Wilton, Me. Est. 1867. W. G. Colby, Prin.
Atkinson Academy, Atkinson, N.H. Est. 1784.
Coe's Northwood Academy, Northwood Center, N.H. Est. 1866.
Edwin K. Welsh, Prin.
Colebrook Academy, Colebrook, N.H. Charles O. Dalrymple, Prin.
Dow Academy, Franconia, N.H. Est. 1884. Brenton C. Patterson, Prin.
Haverhill Academy, Haverhill, N.H. Est. 1793. E. B. Cornell, Prin.
Kezer Seminary, Canterbury, N.H. Mrs. Clara M. Currier, Prin.
Pan-American School, Gray Wolf Camp, Alstead, N.H. Est. 1920. For Latin-American students. Tuition and Board, $90 per month.
Harry Whitefield, Director.
Pembroke Academy, Pembroke, N.H. Est. 1818.
H. G. Blount, Prin. Enr. 92.
Beeman Academy, New Haven, Vt.
Brigham Academy, Bakersfield, Vt. Est. 1879.
Charles H. Morrill, Prin. Enr. 120.
Caledonia County Grammar School, Peacham, Vt. Est. 1797.
M. W. Chaffee, Prin.
Craftsbury Academy, North Craftsbury, Vt. Est. 1829.
Mary E. Bailey, Prin.
Derby Academy, Derby, Vt. Est. 1840. Isaiah Bowdoin, Prin.
Essex Classical Institute, Essex, Vt.
Leland and Gray Seminary, Townshend, Vt. Est. 1854.
Guy W. Powers, Prin.

McIndoe Academy, McIndoe Falls, Vt. Lyman C. Hunt, Prin.
Mt. St. Mary's Academy, Burlington, Vt.
Sister Mary Frances. Enr. 50.
Thetford Academy, Thetford, Vt. Est. 1819. W. M. Slade, Prin.
Villa Barlow Academy, St. Albans, Vt. Est. 1869.
Sister Mary Magdalen. Enr. 27. R.C.
Academy of Notre Dame, Lowell, Mass.
Barker Free Academy, West Boxford, Mass. Est. 1883.
Harold C. Wingate, Prin. Enr. 18.
Burlingame Private School, West Somerville, Mass.
Miss Ellis' School, 139 Summer St., Newton Center, Mass.
Miss Emerson's School for Boys and Girls, Winchester, Mass.
Miss E. M. Emerson, Prin. Elementary. Enr. 40. Tuition $200.
Miss Hill's School, 11 Abbott Road, Wellesley Hills, Mass. Est. 1920.
Miss Hill. Day school. 6 year course. Tuition $140–$200.
Hitchcock Free Academy, Brimfield, Mass. Est. 1855.
Hopkins Academy, Hadley, Mass. Est. 1664. Franklin E. Heald, Prin.
Linfield Tutoring School, 146 Mass. Ave., Boston, Mass. Est. 1902.
B. F. Linfield. Day school. Fac. 2. Enr. 20. Tuition $600–$850.
Pigeon Hill School, Weston, Mass. Est. 1902.
Elementary Day School. Enr. 32. Fac. 3. Miss Sarah A. E. Eldridge, Prin.
St. Jerome's School, Holyoke, Mass.
Sanderson Academy, Ashfield, Mass.
Springfield Junior College, Springfield, Mass.
Bacon Academy, Colchester, Conn.
Mrs. Storey's School, Norwalk, Conn. Est. 1908.
Mrs. J. W. Storey, Prin. Day school. Tuition $800.
Woodstock Academy, Woodstock, Conn. Est. 1801.
William A. Perkins, Prin. Enr. 100.
Wough-Sandiford School, New Haven, Conn. Coll. Prep.

MIDDLE STATES AND MARYLAND

Academy of the Holy Child, Salem, N.Y.
Baldwin School, Saranac Lake, N.Y. Est. 1908.
Mr. and Mrs. Ernest H. Baldwin, Prins. Day school. Enr. 25.
A. M. Chesbrough Seminary, North Chili, N.Y. Est. 1867.
Harold A. Millican, Prin. Free Methodist.
College Hill School, Clinton, N.Y.
Delaware Academy, Delhi, N.Y.
Goodyear-Burlingame School, 625 James St., Syracuse, N.Y.
Miss Fanny Goodyear. Coll. Prep. Enr. 125. Fac. 15.
Hamilton Grange School, New York City.
Kalbfus School, Rochester, N.Y. Coll. Prep.
Keuka College, Keuka Park, N.Y. A. H. Norton. Baptist.
Kew-Forest School, Forest Hills, N.Y.
Mill House, Marlborough, N.Y. Est. 1919.
Helen Boardman and Martha Gruening. A country school offering Libertarian education to children over three.
Morningside School, 438 West 116th St., New York City. Est. 1895.
Misses Dorothy and Lilian Johnson.
St. Agnes Academy, College Point, N.Y.
R.C. Bdg. Sch. 4 year course. Enr. 103. Fac. 5.
St. Augustine's Academy, Brooklyn, N.Y.
R.C. Day Sch. 4 year course. Enr. 340. Fac. 15.
St. Bernard's Academy, Cohoes, N.Y.
Rev. Thomas S. Keveney, Prin. R.C. Enr. 111.
St. John's Academy, Rensselaer, N.Y.
R.C. Day Sch. 4 year course. Enr. 100. Fac. 7.
St. John's Catholic Academy, Syracuse, N.Y.
Rev. Michael Cline, Prin. R.C. Enr. 42.

St. Joseph's Academy, Schenectady, N.Y.
R.C. Day Sch. 4 year course. Enr. 100. Fac. 5.
St. Joseph's Academy, Troy, N.Y.
Rev. J. A. Curtin, Prin. R.C. Enr. 116.
St. Lucy's Academy, Syracuse, N.Y.
R.C. Day Sch. 4 year course. Enr. 102. Fac. 5
St. Mary's Academy, Dunkirk, N.Y. R.C. Enr. 132.
St. Mary's Catholic Institute, Amsterdam, N.Y.
R.C. Day Sch. 4 year course. Enr. 123. Fac. 6.
Seton Academy, S. Broadway, Yonkers, New York. Coll. Prep.
Southold Academy, Southold, N.Y. Miss Bertha R. Stoddard, Prin.
Teachers' Coll. Experimental Playground, New York City.
Travis Preparatory School, 909 W. Genesee St., Syracuse, N.Y.
A. Lincoln Travis, Prin. Enr. 80.
Utica Catholic Academy, Utica, N.Y.
R.C. Day Sch. 4 year course. Enr. 215. Fac. 15.
Washington Academy, Salem, N.Y.
Wilson Memorial Academy, Nyack, N.Y.
Rev. Walter M. Turnbull, Prin.
Collegiate Institute, Paterson, N.J.
"Happyland," E. Millstone, N.J. Miss J. Blackmore.
Hasbrouck Institute, Jersey City, N.J. Est. 1856.
Charles C. Stimets, Prin. Coll. Prep. Enr. 200.
Montclair Organic School, Montclair, N.J.
Zarephath Academy, Zarephath, N.J. A. K. White. Pentecost.
Beaver Coll. Preparatory School, Beaver, Pa.
Elizabethtown College, Elizabethtown, Pa.
Bdg. Sch. 4 year course. Enr. 152. Fac. 8. Brethren.
St. Ann's Academy, Wilkes-Barre, Pa.
St. Mary's of the Mount, Pittsburgh, Pa.
R.C. Day Sch. 4 year course. Enr. 113. Fac. 5.
Mrs. Tillard's School, 2304 Eighth Ave., Altoona, Pa. Est. 1913.
Washington Missionary College, Washington, D.C.
Seventh-day Advent. Bdg. Sch. 4 year course. Enr. 185. Fac. 13.

SOUTHERN STATES

Beulah Holiness Academy, Shacklesford, Va. Int. Holiness Church.
Boyden Institute, Boyden, Va. A. E. Funk, Dean.
Bridgewater College, Bridgewater, Va.
J. S. Flory. Church of the Brethren.
Daleville College, Daleville, Va.
T. S. Moherman. Church of the Brethren.
Eastern College and Conservatory, Manassas, Va.
Dr. Hervin U. Roop, Prin. Preparatory Department.
Emory and Henry College, Emory, Va. Est. 1836.
Charles C. Weaver, Pres.
Ste. Jeanne's School, 1124 Franklin Road, S.W., Roanoke, Va.
Willow Brook Academy, Reliance, Va. J. C. Beaty, Prin.
Alderson Baptist Academy. Alderson, W.Va
Emma S. Alderson. Bapt.
Broadus College, Philippi, W.Va. M. F. Forbell. Bapt.
Academy of Carolina College, Maxton, N.C.
Miss Clara L. Worth. Coll. Prep.
Apostolic Holiness University, Greensboro, N.C.
W. R. Cox, Pres. Int. Holiness Church.
Conover College, Conover, N.C. H. B. Hemmeter, Pres. Coll. Prep.
Livingstone College, Salisbury, N.C. O. C. Suggs.
Mitchell College, Statesville, N.C. H. M. Moore, Pres. Coll. Prep.
Oxford College, Oxford, N.C. F. P. Hobgood, Pres. Coll. Prep.

RUTHERFORD COLLEGE, Rutherford College, N.C.
Bdg. Sch. 4 year course. Enr. 149. Fac. 5.
YADKIN COLLEGE, Yadkin College, N.C.
W. P. Totten, Pres. Coll. Prep.
BON AIRE SCHOOL, Columbia, S.C. Miss A. E. Bonhan.
CARLISLE FITTING SCHOOL, Bamberg, S.C. Est. 1892.
J. Caldwell Guilds, Prin.
CLINTON INSTITUTE, Rock Hill, S.C. R. J. Boulware.
THORNWELL HOME AND SCHOOLS, Clinton, S.C.
Rev. L. Ross Lynn, D.D., Pres. Enr. 300. Free tuition. For needy orphans. Seventeen cottage homes.
BREWTON-PARKER INST., Mt. Vernon, Ga.
Bapt. Bdg. Sch. 4 year course. Enr. 120. Fac. 6.
HELENA B. COBB INSTITUTE, Cordele, Ga. Helena B. Cobb, Pres.
NORMAN INSTITUTE, Norman Park, Ga.
Bapt. Bdg. Sch. 4 year course. Enr. 161. Fac. 6.
PAINE COLLEGE, Augusta, Ga. Albert O. Betts, Pres.
PIEDMONT INSTITUTE, Waycross, Ga.
Bapt. Bdg. Sch. 5 year course. Enr. 117. Fac. 3.
SOUTH GEORGIA COLLEGE, McRae, Ga.
Bdg. Sch. 4 year course. Enr. 126. Fac. 8.
TOCOA FALLS INSTITUTE, Tocoa Falls, Ga. R. A. Forrest, Dean.
LANE COLLEGE, Jackson, Tenn. J. F. Lane, Pres.
MCFERRIN SCHOOL, Martin, Tenn.
Bdg. Sch. 4 year course. Enr. 104. Fac. 4.
MURPHY COLLEGE, Sevierville, Tenn.
M.E. Bdg. Sch. 4 year course. Enr. 148. Fac. 7.
SANDERLIN ACADEMY, White, Tenn.
A. J. Sanderlin, Pres. Advent. Christ. Church.
SAVANNAH INSTITUTE, Savannah, Tenn.
Non-Sect. Bdg. Sch. 4 year course. Enr. 135. Fac. 4.
SOUTH JUNIOR COLLEGE, Oltewah, Tenn.
S.D.A. Bdg. Sch. 4 year course. Enr. 114. Fac. 7.
UNION UNIVERSITY, Jackson, Tenn. H. E. Waters, A.M., Pres.
ASBURY COLLEGE ACADEMY, Wilmore, Ky.
M.E. Bdg. Sch. 4 year course. Enr. 123. Fac. 5.
ATKINSON COLLEGE, Madisonville, Ky. J. W. Muir.
HOLINESS ACADEMY, Kingswood, Ky.
Int. Holiness Church. H. P. Thomas, Pres.
ALABAMA PRESBYTERIAN COLLEGE, Anniston, Ala.
MILES MEMORIAL COLLEGE, Birmingham, Ala. G. A. Payne, Pres
OAKWOOD JUNIOR COLLEGE, Huntsville, Ala.
Boarding School for colored only. 13 grades. Enr. 180 Tuition $1.00 per month.
TALLADEGA COLLEGE, Talladega, Ala.
F. A. Sumner, Pres. Coll. Prep. Enr. 600. Fac. 40.
CHENET INSTITUTE, New Orleans, La. H. S. Chenet, Prin.
HOMER COLLEGE, Homer, La.
ARKANSAS COLLEGE, Batesville, Ark. J. P. Robertson, D.D., Pres.
ARKANSAS NAZARENE SEMINARY, Vilonia, Ark.
I. T. Stovall, Pres. Church of the Nazarene.
HOLSEY INSTITUTE, Pine Bluff, Ark. G. W. F. Phillip, Pres.
OUACHITA BAPTIST COLLEGE, Arkadelphia, Ark.
Charles E. Dicken, A.M., D.D., Pres.
WALTERS INSTITUTE, Warren, Ark. J. W. Eichelberger.
PALMER COLLEGE ACADEMY, De Funiak Springs, Fla. Est 1907.
W. M. Kemper, Prin. Prep. Dept.
BLUM MEMORIAL COLLEGE, Brenham, Tex.
M.E. Bdg. Sch. 4 year course. Enr. 172. Fac. 6.

CENTRAL NAZARENE COLLEGE, Hamlin, Tex.
E. O. Cornish, Pres. Church of the Nazarene.
RUSK JUNIOR COLLEGE, Rusk, Tex.
Bapt. Bdg. Sch. 4 year course. Enr. 134. Fac. 13.
WESLEY COLLEGE ACADEMY, Greenville, Tex.
M.E. Bdg. Sch. 4 year course. Enr. 121. Fac. 10.

NORTH CENTRAL STATES

FINDLAY COLLEGE, Findlay, Ohio. W. H. Guyer, Pres.
HOLY NAME SCHOOL, Cleveland, Ohio.
R.C. Day Sch. 4 year course. Enr. 101. Fac. 5.
RIO GRANDE COLLEGE, Rio Grande, Ohio. S. H. Bing. Bapt.
SHAKER HEIGHTS VILLAGE SCHOOL, Cleveland, Ohio.
URBANA UNIVERSITY SCHOOL, Urbana, Ohio. Est. 1850.
Louis A. Dole, A.M., Prin. Academy and Junior Coll. Swedenborgian. Enr. 30.
AURORA COLLEGE, Aurora, Ill.
Advent. Christ. Church. O. R. Jenks, Pres.
MT. MORRIS COLLEGE, Mt. Morris, Ill.
Church of the Brethren. L. S. Shively.
UNION ACADEMY, Anna, Ill. Presb. Enr. 33.
WILLIAM AND VASHTI COLLEGE, Aledo, Ill. Est. 1880.
R. F. Swift, Pres. Enr. 200. Reorganized as a Junior College.
FAIRMOUNT ACADEMY, Fairmount, Ind. Est. 1884.
Albert R. Hall, A.B., Prin. Enr. 175. Friends.
KING CLASSICAL SCHOOL, Terre Haute, Ind. Est. 1906.
Miss Bertha Pratt King, Prin. Day only.
WINONA COLLEGE, Winona Lake, Ind. Four year college prep. course.
MISS EASTMAN'S ELEMENTARY SCHOOL, Birmingham, Mich. Est. 1912.
Miss Winifred Eastman, Prin. Enr. 20. Formerly the Bloomfield Hill School. Kindergarten through sixth grade.
HOLY REDEEMER SCHOOL, Detroit, Mich.
R.C. Day Sch. 4 year course. Enr. 253. Fac. 11.
HOPE PREPARATORY SCHOOL, Holland, Mich.
WEBB ACADEMY, Grand Rapids, Mich. Est. 1900.
William E. Webb, Director.
CHRISTIAN ENDEAVOR ACADEMY, Endeavor, Wis. Est. 1891.
Rev. Walter M. Ellis, Pres.
HILLSIDE HOME SCHOOL, Hillside, Wis. Est. 1887.
The Misses Lloyd Jones, Prins.
LUTHER COLLEGE, Racine, Wis. Danish.
CONCORDIA COLLEGE ACADEMY, Moorhead, Minn.
N. Luth. Bdg. Sch. 4 year course. Enr. 309. Fac. 13.
PARK REGION LUTHERAN COLLEGE, Fergus Falls, Minn.
N. Luth. Bdg. Sch. 4 year course. Enr. 130. Fac. 8.
ST. PAUL INSTITUTE, St. Paul, Minn.
Non-Sect. Day Sch. 4 year course. Enr. 373. Fac. 15.
CEDAR VALLEY COLLEGE, Osage, Iowa. Bapt. A. M. Vance.
GRAND VIEW COLLEGE, Des Moines, Iowa. Est. 1895.
T. Knudsen, Head Master. Enr. 78. A school for Danish-Americans.
SCHOLTE-NOLLEN SCHOOL, Des Moines, Iowa.
WALDORF LUTHERAN COLLEGE, Forest City, Iowa. Est. 1903.
Rev. Martin Hegland, Ph.D. Enr. 302.
LAGRANGE COLLEGE, Lagrange, Mo. Bapt. O. J. Scott.
MO. HOLINESS COLLEGE, Clarence, Mo.
H. M. Chambers, Pres. Church of the Nazarene.
PALMER COLLEGE, Albany, Mo. Est. 1876.
E. A. Watkins, A.M., D.D., Pres.
SOUTHWEST ACADEMY, Bolivar, Mo. Bapt. John Calvin Pike.
WILL MAYFIELD COLLEGE, Marble Hill, Mo.
Bapt. Bdg. Sch. 4 year course. Enr. 145. Fac. 5.

WESTERN STATES

TABOR COLLEGE, Hillsboro, Kan.
ZOAR ACADEMY, Inman, Kan. C. Thiessen, Pres.
DANA COLLEGE, Blair, Neb. C. X. Hansen, Pres. Danish.
LUTHER COLLEGE, Wahoo, Neb.
Evang. Luth. Bdg. Sch. 4 year course. Enr. 102. Fac. 8.
OKLAHOMA HOLINESS COLLEGE, Bethany, Okla.
C. O. Widmeyer, Pres. Church of the Nazarene.
EMERY STAKE ACADEMY, Castle Dale, Utah.
Mormon. Day Sch. 4 year course. Enr. 109. Fac. 6.
LATTER-DAY SAINTS SEMINARY, American Fork, Utah.
Mormon. Day Sch. 4 year course. Enr. 101. Fac. 5.
LEHI SEMINARY, Lehi, Utah. Mormon. Day Sch. 4 year course. Enr. 107.
MILLARD ACADEMY, Hinckley, Utah.
Mormon. Day Sch. 4 year course. Enr. 125. Fac. 8.
MURDOCK ACADEMY, Beaver, Utah.
Mormon. Day Sch. 4 year course. Enr. 114. Fac. 8.
SNOW NORMAL COLLEGE, Ephraim, Utah.
Mormon. Day Sch. 4 year course. Enr. 159. Fac. 11.
BIG HORN ACADEMY, Cowley, Idaho.
Mormon. Day Sch. 4 year course. Enr. 118. Fac. 7.
CASSIA ACADEMY, Oakley, Idaho.
Mormon. Day Sch. 3 year course. Enr. 128. Fac. 7.
FIELDING ACADEMY, Paris, Idaho.
Mormon. Day Sch. 4 year course. Enr. 237. Fac. 10.
NORTHWEST NAZARENE COLLEGE, Nampa, Idaho.
Nazarene Bdg. Sch. 4 year course. Enr. 103. Fac. 19.
ONEIDA ACADEMY, Preston, Idaho.
Mormon. Day Sch. 4 year course. Enr. 229. Fac. 11.
RICK'S NORMAL COLLEGE, Rexburg, Idaho.
Mormon. Day Sch. 4 year course. Enr. 442. Fac. 20.
AUGUSTANA COLLEGE, Sioux Falls, North Dakota.
N. Luth. Bdg. 4 year course. Enr. 158. Fac. 10.
SACRED HEART ACADEMY, Fargo, N.D.
R.C. Bdg. Sch. 4 year course. Enr. 135. Fac. 15.
ST. JOHNS ACADEMY, St. Johns, Ariz. H. N. Blazard. Mormon.
SAN LUIS ACADEMY, Manessa, Col. Wallace F. Bennett. Mormon.

PACIFIC COAST STATES

WALLA WALLA COLLEGE, College Place, Wash.
Bdg. Sch. 4 year course. Enr. 216. Fac. 10. S.D.A.
A-TO-ZED SCHOOL, Berkeley, Cal.
MISS ABELL'S SCHOOL, 733 South Alvarado St., Los Angeles, Cal. Est. 1912.
Miss Margaret E. Abell, Prin.
ADAMS SCHOOL, 28th and Orchard Sts., Los Angeles, Cal. Summer course.
BEACH SCHOOL, Hotel del Coronado, Coronado Beach, Cal. For children of hotel guests.
BERKELEY PLAY SCHOOL, Univ. of California, Berkeley, Cal.
KENSINGTON SCHOOL, 1641 Orange St., Los Angeles, Cal. Resident and day.
THE LYCEUM, San Francisco, Cal.
Day Sch. 4 year course. Enr. 120. Fac. 7. Non-Sect.
RAYMOND SCHOOL, San Francisco, Cal.

SCHOOLS OF MUSIC

BOSTON CONSERVATORY OF MUSIC, INC., 250 Huntington Ave., Boston, Mass.
Agide Jacchia, Director. Musical kindergarten under the supervision of Mary T. Gillise.
BOSTON PROGRESSIVE SCHOOL OF MUSIC, 30 Huntington Ave., Boston, Mass.
B. Guckenberger, Director.

HALLETT NORMAL SCHOOL OF MUSIC, 240 Huntington Ave., Boston, Mass. Miss Charlotte M. Hallett, Prin. More than twenty years' experience in teaching. Two year course.

DANBURY MUSIC SCHOOL, Danbury, Conn. Ella A. Curtis, Dir. Enr. 200.

BEATRICE WAINWRIGHT SCHOOL OF MUSIC, 300 West 85th St. New York City. Miss Beatrice Wainwright. Boarding and day.

BROOKLYN ACADEMY OF MUSICAL ART, 549 Greene Ave., Brooklyn, N.Y. R. W. Connor, Director.

CONS. OF MUSICAL ART, 214 Lenox Ave., New York City. Otto Jablonski, Mus. Dir.

D. K. G. INSTITUTE OF MUSICAL ART, 47 Prince St., Rochester, N.Y. George B. Penny, Dean.

DE TRINIS SCHOOL OF MUSIC, THE, 5311 Fourth Ave., Brooklyn, N.Y. S. V. De Trinis, Director.

GRAND ITALIAN CONS. OF MUSIC, 542 State St., Brooklyn, N.Y. R. E. De Stefani, Director.

MOLLENHAUER CONS. OF MUSIC, 73 Livingston St., Brooklyn, N.Y. Est. 1868. Henry Mollenhauer, Director.

NATIONAL CONS. OF MUSIC OF AMERICA, 126-128 West 79th St., New York City. Inc. 1885. Mrs. J. M. Thurber, Pres. and Founder.

NEW YORK GERMAN CONS. OF MUSIC, 306 Madison Ave., New York City. Est. 1876. Carl Hein and August Fraemcke, Directors.

RANDEGGER CONSERVATORY OF MUSIC, 8 East 30th St., New York City. G. Aldo Randegger, M.M., Director.

TALMAGE STUDIO OF MUSIC, 362 Clermont Ave., Brooklyn, N.Y. David Talmage.

TROY CONSERVATORY OF MUSIC, Third and State Sts., Troy, N.Y. Est. 1903. Christian A. Stein, Director.

GERMANTOWN SCHOOL OF MUSIC, 819 East Chelten Ave., Philadelphia, Pa. Albert Hustler, Director.

IRVING COLLEGE AND MUSIC CONSERVATORY, Mechanicsburg, Pa. E. E. Campbell, A.M., Ph.D., Pres. Est. 1856. Tuition $600.

SCHOOL OF SINGING, 1628 S St., Northwest, Washington, D.C. Est. 1915. Mme. Lucia Borderi, Prin.

MASON SCHOOL OF MUSIC, Inc., Charleston, W.Va. W. S. Mason, Director. Fac. 13.

ATLANTA CONS. OF MUSIC, Peachtree and Broad Sts., Atlanta, Ga. Est. 1907. George F. Lindmer, Director.

MT. UNION CONSERVATORY OF MUSIC, Alliance, O.

OHIO CONSERVATORY OF MUSIC, Bodmann Bldg., Cincinnati, O. Est. 1894. Mrs. E. C. Graninger, Director.

INDIANA UNIVERSITY, DEPARTMENT OF MUSIC, Bloomington, Ind. Est. 1820. Charles D. Campbell, A.B., Dean.

SOUTH BEND CONS. OF MUSIC, Toepp Bldg., South Bend, Ind. Est. 1906. Max Miranda, Director.

WINONA COLLEGE CONSERVATORY OF MUSIC, Winona Lake, Ind.

MRS. JOHN R. GRAY'S COLLEGE OF MUSIC, Bloomington, Ill. Mrs. John R. Gray, Director. Enr. 1350.

HADLEY SCHOOL OF MUSIC, 64 East Jackson Blvd., Chicago, Ill. Grant Hadley, Director.

LOMBARD COL. VOCAL ART INST., Galesburg, Ill. Anna Groff-Bryant, Dir.

LULU GRAHAM LOMAS SCHOOL OF INDIVIDUALITY AND EXPRESSION, 536 Forest Ave., Oak Park, Ill. Piano-playing, etc.

METROPOLITAN CONSERVATORY OF MUSIC, Kimball Hall, Chicago, Ill. Harry Dimond, Pres. All branches of musical and dramatic art.

ORCHARD SCHOOL OF MUSIC AND EXPRESSION, THE, 1533 Hyde Park Blvd., Chicago, Ill. Est. 1915. Mrs. Charles Orchard, Director.

PEORIA MUSICAL COLLEGE, North Madison Ave., Peoria, Ill. Franklin Stead, Director. Enr. 450.

MARQUETTE CONS. OF MUSIC, 223 10th St., Milwaukee. L. Semmann, Dean.

CONSERVATORY OF ST. CECILIA, Winona, Minn.
NORTHWESTERN INSTITUTE OF MUSICAL ART, THE, Metropolitan Music Bldg., Minneapolis, Minn. Regular, Normal, Artist's courses.
ST. OLAF COLLEGE, Northfield, Minn. School of Music.
Lars Wilhelm Boe, Pres. Fac. 12.
FARGO COLLEGE CONSERVATORY OF MUSIC, Fargo, N.D.
E. Lee Howard, Pres.
COLLEGE OF MUSIC OF KANSAS WES. UNIV., Salina, Kan.
KING CONSERVATORY OF MUSIC, San Jose, Cal. Est. 1893.
George Kruger, Dean.
OREGON CONSERVATORY OF MUSIC, Portland, Ore.
Mrs. L. H. Edwards, Director. Resident and day.

SCHOOLS OF ART

OGUNQUIT SUMMER SCHOOL, Ogunquit, Me. Est. 1918. 5 weeks' course.
Russel T. Hyde, Instructor, 159 Summer St., Waltham, Mass.
SAWYER'S ISLAND ART SCHOOL, Boothbay, Me.
Joseph Bailey Ellis, Director, 294 Boylston St., Boston, Mass.
BOSTON SCHOOL OF MODERN ART, 739 Boylston St., Boston, Mass.
CAPE COD SCHOOL OF ART, Provincetown, Mass. Est. 1899. Summer only.
Henry N. Cambell, Director, Provincetown, Mass.
COPLEY SOCIETY, Rogers Bldg., Boston, Mass. Small fee.
John Wilson, Instructor. Frederick W. Coburn, Secretary.
MARTHA'S VINEYARD SCHOOL OF ART, Vineyard Haven, Mass. Est. 1905.
Arthur R. Freedlander, Instructor, 80 West 40th St., New York City.
NEW ENGLAND SCHOOL OF ART, 367 Boylston St., Boston, Mass. Est. 1919.
Lucy D. Taylor, Director. $30 for winter term.
SCHOOL OF APPLIED ARTS, 296 Boylston St., Boston, Mass. Est. 1913.
Mary Irving Husted, Director.
SCHOOL OF PRACTICAL ART, 711 Boylston St., Boston, Mass.
WEST END SCHOOL OF ART, Provincetown, Mass. Est. 1915. Summer only.
C. E. Skinner, Director, P. O. Box 453, Provincetown, Mass.
WESTPORT SUMMER ART CLASS, Westport, Conn. Est. 1913.
Ossip L. Linde, Director. Studio and outdoor classes.
FLORENCE WILD STUDIO OF ILLUSTRATION, Carnegie Hall, New York City.
Mrs. Wild, Superintendent.
FRICK STUDIOS, 5 West 16th St., New York City. Mr. Clemens, Manager.
HANSEN SCHOOL OF FINE ARTS, 9 East 59th St., New York City.
Day, evening and Sunday classes. Summer session.
THE ROCHESTER ATHENAEUM AND MECHANICS INSTITUTE, Rochester, N.Y.
School of Applied Arts. Day and evening instruction.
SCHOOL OF AMERICAN SCULPTURE, 30 West 67th St., New York City. All year. Solan H. Borglum, Director.
SCHOOL OF CRAFTSMEN, 106 East 29th St., New York City.
SHERWOOD STUDIOS, 58 West 57th St., New York City. Night classes.
WINOLD REISS SCHOOL, 4 Christopher St., New York City.
TROY SCHOOL OF ARTS AND CRAFTS, Troy, N.Y.
Emilie C. Adams, Director. Inc. by the Regents.
DECORATIVE AND ART PAINTING SCHOOL, DuBois, Pa.
THE NEW HOPE SCHOOL OF PAINTING, New Hope, Pa. C. F. Ramsey, Sec.
PHILADELPHIA SCHOOL OF MINIATURE PAINTERS, 1710 Chestnut St., Philadelphia, Pa. Est. 1916. $70 for 8 months. A. Margaretta Archambault, Director.
THE NEW SCHOOL OF ART, Arden, Del. Summer classes.
W. C. L. White, Instructor, 268 McDougal St., Brooklyn, N.Y.
SCHOOL OF APPLIED ART, Battle Creek, Mich. Est. 1898.
C. C. Reincke, Director. Commercial and Illustrated Art. Practical.
DRAKE UNIVERSITY, Des Moines, Iowa. Est. 1881. 4 year course. 8 instructors. 625 students. Holmes Cowper, Dean.

HORNER INSTITUTE OF FINE ARTS, Kansas City, Mo. 40 instructors. 1000 students. Earl Rosenberg, Director.
UNIVERSITY OF KANSAS, Lawrence, Kan. Est. 1875. 4 year course. $60 a term. William A. Griffith.
BROADMOOR ART ACADEMY, 27 Pike's Peak Ave., Colorado Springs, Col. R. L. Boutwell, Director.
UNIVERSITY OF WASHINGTON, College of Fine Arts, Seattle, Wash. Est. 1913. Irving M. Glen, Dean. Resident and day. 25 instructors.
COLLEGE OF FINE ARTS, Los Angeles, Cal. W. L. Judson, Dean.
MILLS COLLEGE, Mills, Cal. 3 instructors. $150 for winter term. 200 students. Eugen Neutraus, Director.

KINDERGARTEN TRAINING SCHOOLS

MISS JENNY HUNTER'S KINDERGARTEN TRAINING SCHOOL, 2079 Fifth Ave., New York City. Jenny Hunter.
ROCHESTER TRAINING SCHOOL, Rochester, N.Y. Est. 1898. Edward J. Bonner, Prin.
ELIZABETH NORMAL AND TRAINING SCHOOL, Elizabeth, N.J. Est. 1906. Julius M. Winslow, A.M., Prin.
LUCY WEBB HAYES TR. SCH., KIND. DEPT., 1150 North Capitol St., Washington, D.C. Est. 1903. Enr. 11. 2 year course.
COLUMBUS FREE KIND. AS. TRAINING SCHOOL, Fourth Ave., Columbus, Ga. Est. 1896. Edwina Wood. Enr. 8. 2 year course. Fac. 3.
MOBILE KINDERGARTEN TRAINING SCHOOL, Gov't St., Mobile, Ala. Est. 1912. Anne E. Johnston Enr. 7. 2 year course.
MICHIGAN STATE NORMAL COLLEGE, Ypsilanti, Mich. Est. 1853. Charles McKenny, A.M., Pres.
NEBRASKA WESLEYAN UNIVERSITY, KINDERGARTEN DEPT., University Place, Neb. Lillian M. Beach. Enr. 37. 2 year course.
BARNARD KIND. TRAINING SCH., 2192 Shattuck Ave., Berkeley, Cal. Est. 1892. Grace E. Barnard, Prin. Enr. 61. 2 year course.

SCHOOLS OF EXPRESSION AND DRAMATIC ART

WHITNEY STUDIOS OF PLATFORM ART, 30 Huntington Ave., Boston, Mass. Edwin M. and Foss Lamprell Whitney.
ABORN CLASSES FOR OPERATIC TRAINING, 137 West 38th St., New York City. Milton Aborn, Director.
ASKOWITH DRAMATIC STUDIOS, 162 West 48th St., New York City. Miss Bathshebas Askowith, Stage and Screen work. Private lessons.
THE HARRIET BEAULEY SCHOOL OF THE EXPRESSIVE ARTS, Barrett Manor, Arrochar, Staten Island, N.Y. Dancing.
THE NATIONAL CONSERVATORY OF DRAMATIC ART, 145 West 45th St., New York City. F. F. Mackay, Director. Oratory and Elocution. Dept. of Acting.
NEFF COLLEGE, 1730 Chestnut St., Philadelphia, Pa. Est. 1893. Silas F. Neff, Pres. Enr. 250. Also Correspondence Instruction.
CAPITOL COLLEGE OF ORATORY AND MUSIC, Neil and Third Aves., Columbus, Ohio. Est. 1896. Frank L. Fox, M.A., Pres. Enr. 200. Depts. of Art and Music.
CINCINNATI SCHOOL OF EXPRESSION, 6th and Vine Sts., Cincinnati, Ohio. Est. 1894.
BEASLEY SCHOOL OF ORATORY AND DRAMATIC ART, Monroe Ave., Grand Rapids, Mich. Est. 1891. Mrs. Marie W. Beasley, Prin. Enr. 10.
DRAKE UNIVERSITY, SCHOOL OF DRAMATIC ART, Des Moines, Iowa. Edwin Barlow Evans, Director. Enr. 40. 2 year course.

DILLENBECK SCHOOL OF EXPRESSION, Studio Bldg., Kansas City, Mo. Est. 1893. Preston K. Dillenbeck, Director. Enr. 100. Teachers' Class. Boys' and Girls' Class.

SCHOOL OF EXPRESSION AND DRAMA, Topeka, Kan. Est. 1895. Clara M. Crumb, Prin.

CELESTE SCHOOL OF DANCING, 1500 South Figueroa St., Los Angeles, Cal.

DOBINSON SCHOOL OF EXPRESSION, 515 West 18th St., Los Angeles, Cal. Miss Florence Dobinson, Director. Est. 1896.

SCHOOLS OF HOUSEHOLD ARTS

BOSTON SCHOOL OF COOKERY, 48A Gloucester St., Boston, Mass. Est. 1915. Lucy G. Allen, Director.

SCHOOL OF HOME DRESSMAKING, 755 Boylston St., Boston, Mass. Est. 1915. $12 a term. Margaret Griswold, President.

MRS. GESINE LEMCKE'S GREATER N.Y. COOKING SCHOOL, 26 West 94th St., New York City. Est. 1900. Mrs. G. Lemcke.

NEW YORK COOKING SCHOOL, 4th Ave. and 22d St., New York City. Est. 1876. Fac. 5.

SCHOOLS OF NURSING

ST. JOHN'S RIVERSIDE HOSPITAL TRAINING SCHOOL, Yonkers, N.Y. 3 year course. Registered in New York State.

ELIZABETH GENERAL HOSPITAL TRAINING SCHOOL FOR NURSES, Elizabeth, N.J. 3 year course.

THE SCHOOL OF NURSING, South Side Hospital, Pittsburgh, Pa.

SCHOOLS FOR THE DEFICIENT

DAVIDSON SCHOOL OF INDIVIDUAL INSTRUCTION, Tamworth, N.H. S. G. Davidson, A.M., Litt.D., and Miss Davidson. For boys of retarded physical development.

MISS COPELAND'S SCHOOL FOR MENTALLY DEFECTIVE CHILDREN, Saratoga Springs, N.Y. Miss Susan E. Copeland.

HILL CREST, Camillus, N.Y. Mrs. A. Cora Harmon, Prin. For nervous and backward children.

RYE BEACH SCHOOL FOR BACKWARD CHILDREN, 311 Post Road, Rye, N.Y. Mrs. Anna F. Bérault, Prin.

THE LARCHES, Cranbury, N.J. Mrs. Elise Gordon. An educational sanitarium for mental defectives.

THE MAPLEHURST SCHOOL, Vineland, N.J. Miss Ameline Berault Arnade, Prin.

MISS MCGREW'S SCHOOL FOR BOYS OF DEFECTIVE MENTALITY, Sharon Hill, Pa. Miss Anna L. McGrew, Prin.

PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN, Elwyn, Pa. Martin W. Barr, M.D., Chief Physician.

WILDWOOD HALL, Wildwood, Pa.

GELSTON HEIGHTS PRIVATE SCHOOL FOR FEEBLE-MINDED, Ellicott City, Md Est. 1886. Samuel J. Fort, M.D., Medical Director.

BRISTOL-NELSON PHYSIOLOGICAL SCHOOL FOR SUB-NORMAL CHILDREN, Murfreesboro, Tenn. Mrs. Cora Bristol-Nelson, Prin.

TEXAS TRAINING SCHOOL FOR DEFECTIVES AND SANITARIUM FOR MENTAL AND NERVOUS DISEASES, 1112 E. Ninth St., Austin, Tex. Est. 1907. T. O. Maxwell, M.D.

GLEN AIRY HOME, 2160 Ohio Ave., Cincinnati, Ohio. Miss Louise M. Doll, Prin.

KIMBALL SCHOOL FOR BACKWARD BOYS, Ann Arbor, Mich.
Miss Kate J. Kimball, Prin.

PARKSIDE HOME SCHOOL, Muskegon, Mich.
Marion Marsh, M.D., Prin. A home school for care and training of children of retarded development and nervous children.

WILBUR HOME AND SCHOOL FOR FEEBLE-MINDED, Kalamazoo, Mich. Est. 1884. Joseph W. Wilbur, Supt.

ST. COLLETTA SCHOOL, Jefferson, Wis. Sisters of St. Francis.

BAKER'S PRIVATE SCHOOL FOR NERVOUS AND BACKWARD CHILDREN, Northfield, Minn. Miss Laura Baker, Prin.

KANSAS CITY SCHOOL FOR EXCEPTIONAL CHILDREN, 430 Kensington St., Kansas City, Mo. Dr. Warren Marshall, Supt.

THE TROWBRIDGE TRAINING SCHOOL, Rialto Bldg., Kansas City, Mo.
E. Haydn Trowbridge, M.D., Prin. A home and day school for nervous and backward children.

SCHOOLS FOR SPEECH DISORDERS

BOSTON STAMMERERS' INSTITUTE, 246 Huntington Ave., Boston, Mass. Est. 1867. Samuel D. Robbins, A.B., A.M., Prin.

SWIFT SCHOOL OF EDUCATION FOR SPEECH CORRECTION, 110 Bay State Road, Boston, Mass. Walter B. Smith, A.B., S.B., M.D., Harvard, Director. Expert training of teachers in speech disorders. Private or correspondence courses.

BRYANT SCHOOL FOR STAMMERING, STUTTERING AND LISPING, 26 West 40th St., New York City. Est. 1888. Frank A. Bryant, M.D., Prin.

LAMB SCHOOL FOR STAMMERERS, 1252 Franklin St., Pittsburgh, Pa.
Joseph J. Lamb.

LEWIS INSTITUTE AND SCHOOL FOR STAMMERERS, 35 Adelaide St., Detroit, Mich. Est. 1894. L. L. O'Donaghy, Supt.

BOGUE INSTITUTE FOR STAMMERERS, Bogue Bldg., Indianapolis, Ind. Est. 1901. Benjamin N. Bogue.

HATFIELD INSTITUTE FOR STAMMERERS, 109 North Dearborn St., Chicago, Ill. Est. 1916. M. L. Hatfield. Evening sessions.

NORTHWESTERN SCHOOL FOR STAMMERERS, Inc., 2316 Grand Ave., Milwaukee, Wis.
Lee Wells Millard, Pres. Boarding accommodations.

SCHOOLS FOR LIP-READING

BOSTON SCHOOL OF LIP-READING, 602 Huntington Chambers, Boston, Mass.
Miss Lina M. Crain, Prin.

MULLER-WALLE SCHOOL OF LIP-READING, Pierce Bldg., Copley Sq., Boston, Mass. Miss Martha E. Bruhn, Director.

NEW ENGLAND SCHOOL OF SPEECH-READING, 25 Huntington Ave., Boston, Mass. Anna L. Staples and Clara M. Ziegler.

PROVIDENCE SCHOOL OF LIP-READING, 10 Winthrop Bldg., Providence, R.I.
Miss Marion A. Durfee.

MULLER-WALLE SCHOOL OF LIP-READING, 62 Ann St., Hartford, Conn.
Miss Frances McClelland.

THE NITCHIE SCHOOL OF LIP-READING, Inc., 18 East 41st St., New York City.
Mrs. Edward B. Nitchie, Prin.

SYRACUSE SCHOOL OF LIP-READING, 711 Oswego St., Syracuse, N.Y.
Miss Elizabeth G. DeLany.

THE KINZIE SCHOOL OF SPEECH-READING FOR THE DEAFENED ADULT, 1606 Locust St., Philadelphia, Pa.
Miss Cora Elsie Kinzie and Miss Rose Kinzie, Prins.

THE PHILADELPHIA SCHOOL OF SPEECH-READING, Hotel Lorraine, Philadelphia, Pa. Miss Rena Wolf, Prin.

PITTSBURGH SCHOOL OF LIP-READING, 1204 Highland Bldg., East Liberty St., Pittsburgh, Pa. Miss Elizabeth Brand, Prin.

THE WRIGHT SCHOOL OF SPEECH-READING FOR THE DEAF ADULT, 157 West Washington Lane, Germantown, Philadelphia, Pa. Miss Rosamond G. Wright, Prin.

DELAWARE SCHOOL OF SPEECH-READING FOR THE DEAF ADULT, 1219 West 8th St., Wilmington, Del. Miss Hilda F. Grimm, Prin.

WASHINGTON SCHOOL OF LIP-READING, 3026 N St., N.W., Washington, D.C. Miss Mary D. Suter.

LYNCHBURG SCHOOL OF LIP-READING, 601 Washington St., Lynchburg, Va. Miss J. Kinnier.

DALLAS SCHOOL OF LIP-READING, 5329 Reiger Ave., Dallas, Texas. Miss Edna Sanford Washington, Prin.

HOUSTON SCHOOL OF LIP-READING, 1610 Webster Ave., Houston, Texas. Miss Laura A. Davies.

CHICAGO SCHOOL OF LIP-READING FOR THE ADULT DEAF, 102 Auditorium Bldg., Chicago, Ill. Miss Gertrude Torrey, Prin.

MULLER-WALLE SCHOOL OF LIP-READING, 2120 North Pennsylvania St., Indianapolis, Ind. Olive Hawkins Ketcham.

CINCINNATI SCHOOL OF LIP-READING AND SPEECH CORRECTION, Fifth and Race Sts., Cincinnati, Ohio. Miss Hermine Mithoefer.

CLEVELAND SCHOOL OF LIP-READING, 859 Rose Bldg., Cleveland, Ohio. Miss Louise Howell.

THE DAYTON SCHOOL OF LIP-READIHG, 1069 Reibold Bldg., Dayton, Ohio. Mabel R. Lindner, Director.

DETROIT SCHOOL OF LIP-READING, 899 Woodward Ave., Detroit, Mich. Miss Gertrude Van Adestine and Miss Lucie Dumon, Instructors.

MILWAUKEE MULLER-WALLE SCHOOL OF LIP-READING, 167 12th St., Milwaukee, Wis. Miss Mary Zassenhaus.

MINNEAPOLIS SCHOOL OF LIP-READING, 543 Andrus Bldg., Minneapolis, Minn. Miss Ida P. Lindquist, Prin.

WHITAKER SCHOOL OF SPEECH-READING, 1001 17th Ave., Denver, Col. Miss B. L. Whitaker, Prin.

ST. JOSEPH DEAF MUTE INSTITUTE, St. Louis, Mo. Sister M. Borgia, Prin.

DES MOINES SCHOOL OF LIP-READING, 3415 Grand Ave., Des Moines, Ia. Mrs. Lucelia Miller Moore.

OTTUMWA SCHOOL OF LIP-READING, 1112 North Court St., Ottumwa, Ia. Mrs. F. H. Carter.

OMAHA SCHOOL OF LIP-READING, 203 North 20th St., Omaha, Neb. Miss Emma B. Kessler.

CALIFORNIA SCHOOL OF LIP-READING, 915 Shreve Bldg., San Francisco, Cal. Elizabeth R. Poindexter and Coralie N. Kenfield.

SAN FRANCISCO SCHOOL OF LIP-READING, 406 Geary St., San Francisco, Cal. Mrs. John E. D. Trask, Prin.

THE MCKERRAL SCHOOL OF LIP-READING, 3114 Plum St., Seattle, Wash. Lena McKerral, Prin.

TACOMA SCHOOL OF LIP-READING, 5426 South Birmingham St., Tacoma, Wash. Mrs. M. A. Kenna.

SECRETARIAL AND BUSINESS SCHOOLS

BABSON INSTITUTE, a School for the Training of Executives. Wellesley Hills, Mass. Cooperating with the Babson Statistical Organization. Roger W. Babson.

BOSTON SCHOOL FOR SECRETARIES, 25 Huntington Ave., Boston, Mass.

BOSTON SCHOOL OF FILING, Little Bldg., Boylston St., Boston, Mass. Branches in New York City and Philadelphia.

BRYANT & STRATTON SCHOOL, 334 Boylston St., Boston, Mass. J. W. Blaisdell, Prin. Practical courses in secretarial training, stenography, bookkeeping, etc.

BURDETT COLLEGE, 18 Boylston St., Boston, Mass. Est. 1879.
Charles A. Burdett, Pres. Secretarial, Shorthand, Business Courses, etc.
CHANDLER SECRETARIAL SCHOOL, 161 Massachusetts Ave., Boston, Mass.
Est. 1883. For women only. Etta Austin McDonald, Dir.
COLLEGE OF SECRETARIAL SCIENCE, Boston Univ., Boston, Mass.
COMER'S COMMERCIAL SCHOOL, 367 Boylston St., Boston, Mass Est. 1840.
C. E. Comer, Prin. Day, evening and summer sessions. Secretarial, Shorthand, Commercial, Civil Service Courses, etc.
CUTTER SECRETARIAL SCHOOL, 100 Boylston St., Boston, Mass.
KATHERINE GIBBS SCHOOLS, 25 Huntington Ave., Boston, Mass.
Branches in Providence and New York. Mrs. Katherine M. Gibbs.
PIERCE SHORTHAND SCHOOL, 248 Boylston St., Boston, Mass.
STEBBING SECRETARIAL SCHOOL, 185 Church St., New Haven, Conn.
Archibald F. Stebbing and F. Edna Stebbing.
BALLARD SCHOOL, 610 Lexington Ave., New York City. Est. 1872.
Educational Committee of the Central Branch Y.W.C.A.
MISS CONKLIN'S SECRETARIAL SCHOOL, 37 West 39th St., New York City.
Est. 1900.
THE FIFTH AVENUE SECRETARIAL SCHOOL, 509 Fifth Ave., New York City.
HEFFLEY INSTITUTE, 243 Ryerson St., Brooklyn, N.Y. Est. 1888.
Day and Evening Classes. Norman P. Heffley, Pres. Enr. 3000.
KATHERINE GIBBS SCHOOLS, 101 Park Ave., New York City.
Branch Schools in Boston and Providence. Mrs. Katherine M. Gibbs.
NEW YORK SCHOOL OF FILING, 149 Broadway, New York City.
Branches in Boston and Philadelphia.
THE NEW YORK SCHOOL OF SECRETARIES, 33 West 42d St., New York City.
V. M. Wheat, Director. A three months' course of individual instruction. Resident courses only.
PACKARD COMMERCIAL SCHOOL, Lexington Ave. and 35th St., New York City. Est. 1858. Day and Evening Classses. Byron Horton, Prin.
SCUDDER SCHOOL, 316 West 72d St., New York City. Est. 1895.
Secretarial and executive training. Myron T. Scudder, Pres.
SKIDMORE SCHOOL OF ARTS, Saratoga Springs, N.Y.
Mrs. Nellie H. Clements, Director. Prepares women for secretaries, teachers of commercial subjects and clerical positions. College graduates are received for a one-year course in technical subjects only.
THE UNITED STATES SECRETARIAL SCHOOL, 542 Fifth Ave., New York City.
Prof. J. F. Meagher, A.M., London Univ., Director. Day and evening courses and mail students.
WALWORTH INSTITUTE, 200 West 72d St., New York City.
Complete secretarial course. Coaching for speed and Civil Service.
WOOD SCHOOL, Fifth Ave. and 125th St., New York City.
Secretarial, stenography and other courses.
DREXEL INSTITUTE, 32d and Chestnut Sts., Philadelphia, Pa.
Hollis Godfrey, Sc.D., F.R.G.S., Prin. Fac. 16. Secretarial Dept.
PHILADELPHIA SCHOOL OF FILING, 910 Chestnut St., Philadelphia, Pa.
Branches in Boston and New York.
PEIRCE SCHOOL, Pine St., Philadelphia, Pa. Est. 1865.
Miss Mary B. Peirce, A.M., Prin., Louis B. Moffett, Director.
Secretarial, Business Administration, Business and Shorthand courses. For men and women. Day and evening classes, also a summer session.
MISS BROWN'S SCHOOL OF BUSINESS, Milwaukee and Oneida Sts., Milwaukee, Wis.
COMMERCIAL EXPERT'S TRAINING INSTITUTE, Grosse Bldg., Los Angeles, Cal.
Successor to Hoff's Expert Training Schools. Marie P. Brownlee, Pres. Day School. Secretarial, Civil Service and other courses. Enr. 200.

LIBRARY SCHOOLS

Simmons College School of Library Science, Boston, Mass. Est. 1902. June R. Donnelly, Director. Enr. 94.

Library School of the New York Public Library, 476 Fifth Ave., New York City. Est. 1911. E. J. Reece, Prin. Prepares for library work in all parts of the U.S.

New York State Library School, Albany, N.Y. James I. Wyer, Director. Est. 1887.

Pratt Institute School of Library Science, Brooklyn, N.Y. Edward F. Stevens, Director.

Syracuse University Library School, Syracuse, N.Y. Earl E. Sperry, Director.

The Carnegie Library School, Carnegie Institute, Pittsburgh, Pa. Courses in general library work, library work with children, school library work.

Library Training School, Atlanta, Ga. Tommie Dora Barker, Director.

University of Illinois Library School, Urbana, Ill. Phineas L. Windsor, Director.

Western Reserve Library School, Cleveland, Ohio. Alice S. Tyler, Dir.

St. Louis Library School, St. Louis, Mo. Arthur E. Bostwick, Director.

Library School of the Univ. of Wisconsin, Madison, Wis. M. S. Dudgeon, Director. Prepares for library positions. Offers opportunity to specialize in legislative reference work. Enr. 37.

University of Washington Library School, Seattle, Wash. William E. Henry, Director.

California State Library School, Sacramento, Cal. Beulah Mumm, Dir.

Library School of the Los Angeles Public Library, Los Angeles, Cal. Marion Horton, Prin. Special elective courses in library work with children, high school and special libraries.

Riverside Library Service School, Riverside, Cal. Joseph F. Daniels, Director.

SCHOOLS OF HORTICULTURE AND LANDSCAPE DESIGN

Cambridge School of Architectural and Landscape Design for Women. The Brattle Bldg., Harvard Sq., Cambridge, Mass. **See page 339, 769.**

Lowthorpe School of Landscape Architecture, Horticulture, and Gardening for Women, Groton, Mass. Est. 1901. Miss Georgiana J. Sanders, Prin. 3 year course.

School of Horticulure for Women, Ambler, Pa. Miss Elizabeth Leighton Lee, Director.

SCHOOLS OF SOCIAL SERVICE

Boston School of Social Work, 18 Somerset St., Boston, Mass. Dr. Stuart A. Queen, Director.

Smith College Training School for Social Work, Smith College, Northampton, Mass. Dr. F. Stuart Chapin, Director.

New York School of Social Work, 105 East 22d St., New York City. Porter R. Lee, Director.

Carnegie Institute of Technology, Department of Social Work, Pittsburgh, Pa. Mrs. Irene F. Conrad, Director.

Carola Woerishoffer Graduate Department of Social Economy and Social Research, Bryn Mawr College, Bryn Mawr, Pa. Dr. Susan Kingsbury, Director.

Pennsylvania Training School for Social Service, 1302 Pine St., Philadelphia, Pa. Frank D. Watson, Director.

University of Pittsburgh, Training Course in Civic and Social Work, Pittsburgh, Pa. Professor Francis Tyson, Director.
School of Social Work and Public Health, 1112 Capitol St., Richmond, Va. H. H. Hibbs, Jr., Director.
Ohio State University, Columbus, Ohio.
James E. Hagerty, Director.
Western Reserve University (School of Applied Social Sciences), Cleveland, Ohio. Professor James E. Cutler, Director.
University of Chicago, School of Social Service Administration, Chicago, Ill. Dean L. C. Marshall, Director.
The Missouri School of Social Economy, 2221 Locust St., St. Louis, Mo. Dr. George B. Mangold, Director.
University of Minnesota, Training Course for Social and Civic Work, Minneapolis, Minn. Professor Arthur J. Todd, Director.

CORRESPONDENCE SCHOOLS

Alexander Hamilton Institute, Astor Place, New York City.
Economics, Business Organization, Factory Administration, Marketing, Advertising, Salesmanship, Accounting, Banking, Insurance, Exchange, etc.
American School of Correspondence, 58th and Drexel Ave., Chicago, Ill. Est. 1897. Correspondence courses in Engineering, Architecture, Business, Law, Telegraphy, Drafting, High School Subjects, etc.
Chautauqua Institution, Chautauqua, N.Y. Est. 1874.
Home-reading courses.
Franklin Institute, Rochester, N.Y. Est. 1905.
Correspondence and civil service courses.
Home Correspondence School, Springfield, Mass.
Over one hundred correspondence courses. Academic, Preparatory, Commercial, Civil Service, Literary, Journalism, Short Story, Play Writing and other Departments.
International Correspondence Schools, Scranton, Pa. Est. 1891.
About three hundred Technical and Commercial courses by correspondence.
La Salle Extension University, 2550 Michigan Ave., Chicago, Ill.
Correspondence courses in Business Administration, Commerce, Accountancy, Law, English, Spanish, Public Speaking, etc.
Tulloss School, Springfield, Ohio. Est. 1901.
Correspondence courses in typewriting, etc.

BOYS' CAMPS

Annabessacook, Winthrop, Me.
M. J. Ryan, Bates College, Lewiston, Me.
Belgrade, Oakland, Me. Est. 1911. Temporarily closed.
Hirundo, Readfield, Me. Est. 1915. Harold H. Coryell.
Kah-Goon-Wah, East Sebago, Me. Est. 1900.
William Tappan, 1419 Bolton St., Baltimore, Md.
Keoka, Naples, Me. Est. 1906.
C. Stuart Mitchell, 99 Livingston St., Brooklyn, N.Y.
Old Point, Lake Wesserunset, Madison, Me.
P. M. Macklin, Southbridge, Mass.
Pennesseewassee, Norway, Me. For boys from 8-16.
Shepard and Packard, Props.
Pleasant Lake, Oxford, Me.
Dr. M. Thorner, 2672 Boulevard, Jersey City, N.J.

RICKER, Surrey, Me. For boys from 8-14.
H. G. Menges, 27 Holton Pl., West Lynn, Mass.
SEBAGO, West Gray, Me. E. H. Witham, Southington, Conn.
BAYSIDE, New Market, N.H. Est. 1908.
Charles E. Robinson, New Market, N.H.
GLENROCK, New Market, N.H.
Ralph R. Barr, 9 Holton St., Danvers, Mass.
SAGAMORE, Hebron, N.H. $200.
CAMPANOOSUC, Thetford, Vt. Est. 1908.
Mrs. William E. Sargent, Union St., New Bedford, Mass. Not now in operation.
KIAMESHA, Poultney, Vt.
Frank J. Davey, 1242 Garden St., Hoboken N.J.
BERKSHIRE, Lanesboro, Mass. Est. 1908. 4 on staff. Enr. 28. For boys 8-18.
James A. Treanor, Quincy St., Dorchester, Mass.
WINDSOR HILL, Winchendon Springs, Mass. J. E. White.
WYOLA, Locks Village, Mass. For boys 8-12 and 13 up. Edward W. Macy.
FRANK BARNARD'S SUMMER CAMP, Guild, N.Y.
COTTAGE, Elizabethtown, N.Y. For boys 8-10.
Miss May McCandless, 219½ East North Ave., Baltimore, Md.
LAKE RONKONKOMA, Ronkonkoma, L.I.
Edward J. McNally, B.S., Public School No. 109, Manhattan, N.Y.C.
MERRIEWOLD PARK, Merriewold, N.Y. $200. For boys 10-15.
Mrs. Henry George, 2311 South 21st St., Philadelphia, Pa.
MONT BLEU, Blue Mountain Lake, N.Y. Est. 1918. Enr. 16.
John McCormack, Stevens School, Hoboken, N.J. Will not be opened this season.
MT. PLEASANT, Ossining-on-Hudson, N.Y.
C. F. Brusie, Mt. Pleasant Academy, Ossining, N.Y.
PINE TREE, Schroon Lake, N.Y.
G. G. Brinkerhoff, 800 East 175th St., New York City.
SOUTH SEA CAMP, Babylon, L.I.
Mary M. Hadden, Shore Acres, Babylon, L.I.
STATE MILITARY, Peekskill, N.Y. Maj. Gen. J. F. O'Ryan.
CARLTON ACADEMY SUMMER SCHOOL, Summit, N.J.
GLENWOOD, Lake Glenwood, N.J. $8.50 per week. For boys 12-18. Boys' Dept., 23d St., Y.M.C.A., 215 West 23d St., New York City.
SHENANGO, East Orange, N.J.
E. L. Fisher, 20 Whittelsey Ave., East Orange, N. J.
HARLEE, Tyler Hill, Pa. $250. 12 on staff. Enr. 100.
William Mitchell, 920 Cauldwell Ave., New York City.
MAPLEWOOD SUMMER OUTING, Concordville, Pa. J. C. Shortlidge.
BLUE RIDGE, Ivy Depot, Va.
MORRISON, Sweetwater, Tenn. Col. R. A. Burton.
WAH-PE-TON, Ashtabula, Ohio.
COLLEGE SUMMER, Kenilworth, Ill. Allen H. Carpenter.
HAYO-WENT-HA, Central Lake, Mich. Est. 1903. For boys 12-16.
F. B. Knapp, Y.M.C.A. Bldg., Detroit, Mich.
KEEWATIN, Prairie du Chien, Wis.
KELLY MILITARY ACADEMY, Summer Camp, Burlington, Kan.
Clyde R. Terry, Pres.
DULUTH BOAT CLUB, Duluth, Minn. For boys 11-16. James A. TenEyck.
VIGIL, Colorado Springs, Col. For boys 14-16.
Very Rev. Henry R. Remsen, The Deanery, Orlando, Fla.
MINNETONKA, Fort Worth, Tex. W. Cullen Bryant.
HILL MILITARY ACADEMY, Summer Camp, Newport, Ore.
HARVARD SCHOOL, Summer Camp, Catalina Island, Cal.
Rev. Robert B. Gooden, A.M., Pres.
HITCHCOCK MILITARY ACADEMY CAMP, Eel River, Mendocino County, Cal.
Rev. W. Sherer, Head Master.
ALLUWILL, Bobcaygeon, Ont. Alma R. King, 90 West St., New York City.

WAUBUNO, Algonquin Peak, Ont. Est. 1906. $225. 4 on staff. Enr. 25. For boys 12-20.
G. G. Brower, M.S., M.A., Blair Academy, Blairstown, N.J.
WINDIGO, Windigo, Ont. Est. 1914. $280. 8 on staff. Enr. 40. For boys over 15. Dr. J. P. Sprague, Chicago, Ill.

GIRLS' CAMPS

CHARITY, Bridgton, Me.
Gertrude Lockwood, 94 University Road, Brookline, Mass.
DAY MOUNTAIN, Temple, Me. Est. 1918. For girls 13-20
Mary A. Bradford, South Hadley, Mass.
JUNIPER-JUVENILES, Great Chebeague, Me. Est. 1913.
C. H. and B. S. Hadcock, Marion St., Brookline, Mass.
KO KO SING, Waterford, Me. Est. 1914.
Mrs. Lewis C. Williams, 50 Wellington Court, Brooklyn, N.Y.
MEENAHGA, Deer Island, Me. For girls over 15.
Mrs. Truxton Craven and Miss Alice Dean Spaulding, 1016 Middlesex St., Lowell, Mass.
PENOBSCOT, Penobscot Bay, Me. Est. 1916. $200.
Mrs. Wm. C. Thompson, 153 West 73d St., New York City.
PINEOLA, Lake Mousam, Me. Mrs. M. J. Ball, Shrewsbury, Mass.
PINEWOOD, Lake Anasagunticook, Canton, Me. $200.
Mr. and Mrs. Otis M. Richardson.
SANS SOUCI, Litchfield, Me. Est. 1913.
Mrs. Emile H. Tardivel, University Road, Brookline, Mass.
MRS. TAPPAN'S, East Sebago, Me.
Mrs. Wm. Tappan, 1419 Bolton St., Baltimore, Md.
THE TENT DWELLERS, Beaver Cove, Moosehead, Me. Est. 1908.
Miss Vail Andrews, 58 Prescott St., Newtonville, Mass.
TRUDA, Oxford, Me., Mrs. M. Thorner, 2072 Boulevard, Jersey City, N.J
ASSACAMBUIT, Hampstead, N.H. Est. 1915. For girls over 10.
Josephine F. Minard, 10 Pratt Ave., Beverly, Mass.
ASQUAM, Center Harbor, N.H.
Miss Elcock, Bryn Mawr School, Baltimore, Md.
BIRCHMONT, East Wolfeboro, N.H. A. Field.
GOOD TIMES, Meadowbrook, N.H. Est. 1914. For girls 10-20.
Mrs. Cora F. Hayward.
HILLSIDE, Madison, N.H. $250. For girls 8-16.
C. Elizabeth Walters, Arrochar, Staten Island, N.Y.
JANE WARD, Hillsboro, N.H.
Mr. and Mrs. Herbert H. Eaton, Hillsboro, N.H.
KEWADIN, Wolfeboro, N.H. For girls 10-16.
Dr. and Mrs. C. E. Stevens, 419 Boylston St., Boston, Mass.
KNOLLCROFT, Winchester, N.H. For girls 8-16.
Rena M. Chamberlin, 690 Adams St., East Milton, Mass.
LITTLE WOMEN, New Boston, N.H. For girls 10-20.
Mrs. Alfred W. Tilton, New Boston, N.H.
LYNNHOLM, Lake Winnepesaukee, N.H.
Mrs. George W. Osgood, 135 Nahant St., Lynn, Mass.
ONAWAY, Bridgewater, N.H.
Mrs. H. H. Holister, 195 Heights Rd., Ridgewood, N.J.
PUKWANA, Lake Winnepesaukee, N.H. The Misses Blake.
ROBINSWOOD, White Mountains, N.H. Camp Secretary, 94 Prospect St., East Orange, N.J.
WALLFIELD, East Andover, N.H. $150.
Miss Lewinthal and Miss Marcy, 547 Center St., Newton, Mass.
WUNNISHAUNTA, Wolfeboro, N.H. For girls 12-20.
Mrs. George H. Swazey, 525 Highland Ave., Malden, Mass.

KINDERGUT, Peacham, Vt. For girls 7-12.
G. E. Johnson, 14 Sacramento St., Cambridge, Mass.
KO-WA-HO, Poultney, Vt. Est. 1915. $200.
Mrs. F. H. Throop, 1542 East 12th St., Brooklyn, N.Y.
COTUIT, East Sandwich, Mass. Helene I. Schumacher, White Plains, N.Y.
MAKONIKY, Vineyard Haven, Mass. For girls 16-35. Y.W.C.A., 600 Lexington Ave., New York City.
MOUNT WILLIAMS, Williamstown, Mass. For girls 9-15.
Mrs. J. H. Fallon, Williamstown, Mass.
OVERLOOK, Barre Plains, Mass. For girls 8-16.
Charles S. Root, Barre Plains, Mass.
SETUCKET, Brewster, Mass. For girls under 12.
Miss A. W. Foster, Brewster, Mass.
WAHWOONET, Dennis, Mass. For girls under 12.
Mrs. F. W. Lovell, 65 Mt. Vernon St., Dennis, Mass.
WILD ACRES, Pittsfield, Mass. Miss Caroline Slater.
CARTER, South Kent, Conn.
Miss Maude Virginia Carter, The Carter School, Princeton, N.J.
OVERLOOK, Gaylordsville, Conn. $9 per week.
Misses Elsa Bidstrup and Effie Lewis, 44 Essex St., Brooklyn, N.Y.
SHADOWBROOK, Cornwall Bridge, Conn. $10 per week. For girls 16-35 Y.W.C.A., 600 Lexington Ave., New York City.
SHAMPISHU, South End Road, East Haven, Conn.
Miss Eunice R. Augur. Beechwood School, Jenkintown, Pa.
ALTAMONT, Altamont, N.Y. $10 per week. For girls 16-35. Y.W.C.A., 600 Lexington Ave., New York City.
ANAWASCO, Lake Oscawana, Peekskill, N.Y. $150. For girls 12-24.
Mabel E. Pearse, 41 Lefferts Ave., Richmond Hill, L.I., N.Y.
AREQUIPA LODGE, Tabortown, N.Y. $75. For girls 8-15.
Mrs. M. C. Finney, 333 McDonough St., Brooklyn, N.Y.
BELLE AYRE, Griffins Corners, N.Y.
Mrs. M. Lipset, 55 West 95th St., New York City.
BRE'R RABBIT, Tabortown, N.Y. Est. 1916. For girls under 14.
Lucille Couch, South Broadway, Nyack, N.Y.
CEDAR ISLAND GIRLS' CAMP, N.Y., Cedar Island Corporation.
Raymond Riordon and Max Berg, 949 Broadway, New York City.
CEDAR-OAKS, Mattituck, L.I.
Miss Natalie J. Vause, 83 Halsey St., Brooklyn, N.Y.
GIRL SCOUT, Lower Twin Lake, Central Valley, N.Y. $4 per week.
Miss Caroline Lewis, 280 Madison Ave., New York City.
KANOSA-IN-THE-PINES, Corinth, N.Y. Est. 1916.
William B. Efner, Schenectady, N.Y.
MRS. MUSSAEUS', Shelter Island Heights, L.I. For girls 6-14.
Mrs. H. W. Mussaeus, 204 Macon St., Brooklyn, N.Y.
NYSTIS LODGE, Fourth Lake, Fulton Chain, N.Y. 20 on staff.
Miss Harriet B. Allen, 41 St. Nicholas Terrace, New York City.
OWAISSA, Eagle Lake, N.Y. For girls 13-17.
Mrs. Grace T. Lapham, 870 Riverside Drive, New York City.
PARADISO, Adirondack Mountains, N.Y.
Rev. and Mrs. R. R. Miller, 518 West 114th St., New York City.
PATH FINDERS LODGE, Otsego Lake, Cooperstown, N.Y.
Miss Grace Harris.
PINNACLE, R.F.D. Voorheesville, N.Y. $6.50 per week.
Mrs. Harriet K. Christie, 107 Columbia St., Albany, N.Y.
TIMBERLY, Hilderberg Mountains, N.Y.
Mrs. R. H. Elmendorf, South Bethlehem, N.Y.
CANADOHTA, Union City, Pa. $6 per week. Secretary, Y.W.C.A., 630 Witherspoon Bldg., Philadelphia, Pa.
MITCHELL, Tyler Hill, Pa. Est. 1915. For girls 8-16. $250.
Mrs. William Mitchell, 920 Cauldwell Ave., New York City.

NEEPAHWIN, Canton, Pa. $6 per week. Secretary, Y.W.C.A., 630 Witherspoon Bldg., Philadelphia, Pa.
TEGAWITHA, Mt. Pocono, Pa. Miss Mary Angela Lynch, Mt. Pocono, Pa
TUNCKHANNA, Pocono Pines, Pa.
Miss E. L. Miller, Devon Manor School, Devon, Pa.
RHODODENDRON, Laurel Park, Hendersonville, N.C. Est. 1916.
Mrs. Maude Aiken, Open Air School, St. Petersburg, Fla.
WAYEH, Springdale, N.C. Est. 1913. $10 per week.
Miss E. L. Gwyn, Springfield, N.C.
MARION, Fountain, Mich. Est. 1912. Rev. W. H. MacPherson.
OLYMPIA, Appleton, Wis. $120.
Ruth Patterson, Woodruff Place, Indianapolis, Ind.
AWANDA, Lyons, Col. Est. 1912. Lois S. Hall, Lyons, Col.
THE CHILDREN'S INN, Woodland Park, Col. $200. Miss L. A. Small.
PINE TREE, Estes Park, Col. For girls 14-20.
Miss L. Mary Latlin, Estes Park, Col.
ACADIE, Lake Darling, Yarmouth, N.S. Est. 1916.
Alice G. Symonds, M.D., 175 Main St., Haverhill, Mass.
CEDAR CREST, North Hatley, Quebec. $225. For girls 10-18.
Mrs. A. Thesmar, 224 East Huntington St., Savannah, Ga.
WESKAWENAACK, Petite Riviere, N.S.
Miss Josephine A. McLaughlin, 428 Broadway, Cambridge, Mass.
LUMINA, Lake of Bays, Ont. Est. 1915. $150.
Harriet A. Beach, 49 Days Park, Buffalo, N.Y.

Schools and Camps included only in the Supplementary List above are requested to send complete information and all announcements as published that in future editions they may be more fully presented in the Critical Text and Comparative Tables.

SERVICE TO SCHOOLS

School Executives and Camp Directors are invited to keep Mr. Sargent informed in regard to required additions to their staff, Head Masters, Executives, Teachers or Camp Councilors.

Head Masters, Teachers, Camp Councilors seeking positions are registered at this office without charge

All communications are considered confidential and identity revealed only to schools interested.

Blank forms for registration will be sent on application.

A list of Schools and Camps for sale or to lease and of properties suitable for School and Camp use, is maintained.

A complete file is kept for the convenience of schools of the catalogs of School and Laboratory Supply Houses and circulars of School Lecturers.

All inquiries by mail will be answered without charge so far as our facilities permit.

For special services involving extended investigation or correspondence a charge will be made.

EDUCATIONAL DIRECTORIES

INDEX OF FIRMS AND AGENCIES

PAGE

Abercrombie & Fitch Co., New York City 641
Acme Teachers' Agency, Atlanta, Ga 605
Adams Stationery Co., Holyoke, Mass 645
Albany Teachers' Agency, Albany, N.Y 605
Albert Teachers' Agency, Chicago, Ill 605
Allyn & Bacon, Boston, Mass 614
Alphen, Inc., New York City, Trenton, Washington 638
Alsteel Manufacturing Co., Battle Creek, Mich 623
B. Altman & Co., New York City 638
Ambassador Stationery Co., Middletown, Conn 645
American & Foreign Teachers' Agency, New York City 605
American Book Co., New York City 614
American Crayon Co., Sandusky, Ohio 627
American Federation of Arts, Washington, D.C 613
American Lead Pencil Co., New York City 627, 629
American Schools Association, New York City 598, 603
American Seating Co., Chicago, Ill 621
Ames & Rollinson, New York City 645
H. Reeve Angel & Co., Inc., New York City 627
J. F. Apple, Lancaster, Pa 635
D. Appleton & Co., New York City 614
Army and Navy Store Co., Inc., New York City 641
Atlantic Monthly Press, Boston, Mass 614
Atlantic Printing Co., Boston, Mass 645
N. W. Ayer and Son, Philadelphia, Pa 604

Bailey, Banks & Biddle Co., Philadelphia, Pa 635
Baker-Jones-Hausauer, Inc., Buffalo, N.Y 643
Baker & Taylor Co., New York City 614, 618, 619
Barnes and Noble, Inc., New York City 619
Bastian Bros. Co., Rochester, N.Y 635
Bausch & Lomb Optical Co., Rochester, N.Y 630, 632
Beckley-Cardy Co., Chicago, Ill 620
Beers Agency, New York City 603, 604, 605
Belcher & Loomis Hardware Co., Providence, R.I 629
Best & Co., New York City 638
Binney & Smith Co., New York City 627
Biow Co., New York City 604
C. C. Birchard & Co., Boston, Mass 626
Blaisdell Paper Pencil Co., Philadelphia, Pa 624
Walter H. Blaker, New York City 604
P. Blakiston's Son Co., Philadelphia, Pa 614
Henry Blattner, St. Louis, Mo 632
E. C. Boynton, Los Angeles, Cal 605, 632
Milton Bradley Co., Boston, Mass 620, 627
Bridge Teachers' Agency, Boston, Mass 605
James W. Brine, Boston, Mass 640, 641
Brooks Bros., New York City 638
Bryant Teachers' Bureau, Philadelphia, Pa 605
Bureau of University Travel, Boston, Mass 613

PAGE
Caille Perfection Motor Co., Detroit, Mich. 641
J. F. Caldwell & Co., Philadelphia, Pa. 635
Cambridge Botanical Supply Co., Waverley, Mass. 630
Camp Fire Outfitting Co., New York City. 641
Geo. B. Carpenter & Co., Chicago, Ill. 641
Harold S. Case, Winsted, Conn. 634
Caxton School Supply Co., Chicago, Ill. 620, 621
Central Educational Bureau, St. Louis, Mo. 605
Central Scientific Co., Chicago, Ill. 630
Century Co., New York City. 614
Champlin Press, Columbus, Ohio. 643
Thomas Charles Co., Chicago, Ill. 627
Chesley Teachers' Agency, Dover, N.H. 605
Chicago Apparatus Co., Chicago, Ill. 630
Cirkut Photo Shop, Evanston, Ill. 648
Clausen & Kruse, Davenport, Iowa. 648
Edward J. Clode, New York City. 614
College Memory Book Co., Chicago, Ill. 614
Collegiate Special Advertising Agency, New York City. 599, 604
Columbia Graphophone Co., New York City. 626
Columbia Gymnasium Suit Co., Boston, Mass. 640
Columbia University Press, New York City. 614
Community Motion Picture Bureau, New York City. 632
Comstock Publishing Co., Ithaca, N.Y. 614
Conrad Slide and Projection Co., Chicago, Ill. 632
Continental Scale Works, Chicago, Ill. 621
Frank Irving Cooper Corporation, Boston, Mass. 648
Cooperative Schools Agency, New York City. 603
Corlew Teachers' Agency, Boston, Mass. 606
Corona Typewriter Co., Groton, N.Y. 625
Cotrell & Leonard, Albany, N.Y. 637
Cox Sons & Vining, New York City. 637
Crescent Washing Machine Co., Inc., New Rochelle, N.Y. 621
Crippen and Reid, Baltimore, Md. 638
Cutler-Dummer Co., Boston, Mass. 625

De Moulin Bros. & Co., Greenville, Ill. 637
A. DePinna Co., New York City. 638
De Vry Corporation, Chicago, Ill. 632
Detroit Heating & Lighting Co., Detroit, Mich. 647
Detroit Publishing Co., Detroit, Mich. 619, 621
Devoe & Raynolds Co., New York City. 627
Dieges & Clust, Boston, New York, Philadelphia, Pittsburgh, Chicago 635
Henry Disston & Sons, Inc., Philadelphia, Pa. 629
Oliver Ditson Co., Boston, Mass. 615, 626
Joseph Dixon Crucible Co., Jersey City, N.J. 624
Dobson-Evans Co., Columbus, Ohio. 620
George H. Doran Co., New York City. 615
William C. Dorrety, Boston, Mass 635
Dow Fire Escape Works, Louisville, Ky 647
Louis Stoughton Drake, Inc., Boston, Mass. 629
Charles H. Dudley, Inc., Hanover, N.H. 638, 641
E. P. Dutton & Co., New York City. 615

PAGE
Eagle Pencil Co., New York City ... 624
Educational Publishing Co., Boston, Mass. ... 645
Sigmund Eisner Co., Red Bank, N.J. ... 637
Electro Sun Co., Inc., New York City ... 618, 624, 625, 627
Charles H. Elliott Co., Philadelphia, Pa ... 635, 643, 645
George H. Ellis Co., Boston, Mass ... 643
A. W. Elson & Co., Belmont, Mass ... 644
Esterbrook Pen Mfg. Co., Camden, N.J ... 624

Eberhard Faber, Brooklyn, N.Y. ... 624
Favor, Ruhl & Co., New York, Boston, Chicago ... 627
Federal Engraving Co., Boston, Mass ... 645
R. A. Fife Corporation, New York City ... 621
William Filene's Sons Co., Boston, Mass ... 638, 641
Filmart Laboratories, New York City ... 633
Fisk Teachers' Agencies, Boston, Mass ... 606
Foote & Davies Co., Atlanta, Ga ... 644
Franklin Educational Publishing Co., Columbus, Ohio ... 615
William Freund & Sons, Chicago, Ill ... 645

William Gaertner & Co., Chicago, Ill ... 630
Gillespie Bros., Inc., New York City, Stamford, Conn ... 644
Ginn & Co., Boston, Mass ... 615
Max Goodman & Son, New York City ... 638, 640
Gregg Publishing Co., New York City ... 615
C. K. Grouse Company, North Attleboro, Mass ... 635
S. Gumpert & Co., Brooklyn, N.Y. ... 634

J. L. Hammett Co., Inc., Boston, Mass ... 620, 621, 627, 629
Hammond Typewriter Co., New York City ... 625
Hanold Outfitting Company, Standish, Me ... 642
Harcourt, Brace & Howe, Inc., New York City ... 615
Harding Uniform & Regalia Co., Boston, Mass ... 637
Harper Illustrating Syndicate, Columbus, Ohio ... 645
Harper's Bazar, New York City ... 600, 603
Harvard University Press, Cambridge, Mass ... 615
Hasbrouck-King Co., New York City ... 648
D. C. Heath & Co., Boston, Mass ... 616
Henderson-Ames Co., Kalamazoo, Mich ... 637
Henry Heil Chemical Co., St. Louis, Mo ... 630
Hermann Post Card Co., Chicago, Ill ... 619
Hibson & Bros., New York City ... 604
Charles M. Higgins & Co., Brooklyn, N.Y. ... 624
High School Review Book Co., New York City ... 616
Hinds, Hayden & Eldredge, Inc., New York City ... 616
Hirsch Weintraub & Co., Philadelphia, Pa ... 637
J. I. Holcomb Mfg. Co., Indianapolis, Ind ... 623
Henry Holt & Co., New York City ... 611
Horn-Shafer Co., Baltimore, Md ... 644
Horrigan & Doe, Boston, Mass ... 634
Horton Mfg. Co., Bristol, Conn ... 641
G. A. Hosmer Co., Buffalo, N.Y. ... 623
Houghton Mifflin Co., Boston, Mass ... 616
C. F. Hovey Co., Boston, Mass ... 639

PAGE
Hudson Printing Co., Boston, Mass. 646
F. C. Huyck & Sons, Albany, N. Y. 639
Jennings Publishing Co., Brooklyn, N.Y. 616
B. C. Kassell, Chicago, Ill. 646
Kauffman-Lattimer Co., Columbus, Ohio. 630
Kaustine Co., Buffalo, N.Y. 647
Lee Keedick, New York City. 613
Kellogg's Teachers' Agency, New York City. 606
Kewaunee Mfg. Co., Kewaunee, Wis. 630
Keystone View Co., Inc., Meadville, Pa. 633
Kilham & Hopkins, Boston, Mass. 648
L. E. Knott Apparatus Co., Cambridge, Mass. 630
Kny-Scheerer Corporation of America, New York City. 630
I. Kraus, New York City. 635
E. C. Kropp Co., Milwaukee, Wis. 619, 621
Laird & Lee, Inc., Chicago, Ill. 616
Landis Engineering & Mfg. Co., Waynesboro, Pa. 623
Francis H. Leggett & Co., New York City. 634
William Lehmberg, Philadelphia, Pa. 637
M. C. Lilley & Co., Columbus, Ohio. 637
Lincoln & Smith, Boston, Mass. 644, 646, 852
Little, Brown & Co., Boston, Mass. 616
Lockwood & Almquist, Inc., New York City. 623
Longmans, Green & Co., New York City. 616
Loring-Axtell Co., Springfield, Mass. 644
John Lucas & Co., Inc., Philadelphia, Pa. 623
Lucas Theater Supply Co., Atlanta, Ga. 633
Lyon & Healy, Chicago, Ill. 626
James McCreery & Co., New York City. 638
R. H. Macey & Co., New York City. 639
J. Horace McFarland Co., Harrisburg, Pa. 644
Macmillan Co., New York City. 616
Marbleloid Co., New York City. 647
Marine Biological Laboratory, Woods Hole, Mass. 630
Martini Tempera Colors, New York City. 628
Fred Medart Mfg. Co., St. Louis, Mo. 621, 640, 647
G. & C. Merriam Co., Springfield, Mass. 617
Merrymount Press, Boston, Mass. 644
E. R. Moore Co., Chicago, Ill. 639, 640
Munsell Color Co., Inc., Boston, Mass. 628
National Educational Bureaus, Brooklyn, N.Y. 603
National Teachers' Agency, Philadelphia, Pa. 606
New Era Films, Chicago, Ill. 633
New York State Teachers' Bureau, Inc., Albany, N.Y. 583, 606
J. F. Newman, New York City, Chicago, etc. 636
Newson & Co., New York City. 617
Nicholas Power Co., New York City. 633
Nonantum Pad & Paper Co., Newtonville, Mass. 620, 624, 852
Northwestern School Supply Co., Minneapolis, Minn. 620
Notman Photographic Studio, Boston, Mass. 648
Office Appliance Co., Boston, Mass. 625

PAGE
"Old Glory" Manufacturing Co., Chicago, Ill ... 621
Old Town Canoe Co., Old Town, Me ... 642
Oliver Typewriter Co., Chicago, Ill ... 622, 625, 851
Oval & Koster, Indianapolis, Ind ... 646
Oxford University Press, New York City ... 617

Palmer Co., Boston, Mass ... 585, 617
Pathescope Co. of New England, Boston, Mass ... 633
Perry Pictures Co., Malden, Mass ... 622
H. W. Peters Co., Boston, Mass ... 636
S. S. Pierce Co., Boston, Mass ... 634
The Players, Boston, Mass ... 613
Prang Co., New York City, Chicago, Dallas ... 628
Premier Novelty Works, West Farms Station, N.Y ... 639
Procter & Collier Co., Cincinnati, Ohio ... 604
Publishers' Photo Service, Inc., New York City ... 648
G. P. Putnam's Sons, New York City ... 617

Queen City Printing Co., Charlotte, N.C ... 644

Redpath Lyceum Bureau, Boston, New York City, etc ... 613
Jacob Reed's Sons, Philadelphia, Pa ... 637
Riley Optical Instrument Co., Inc., New York City ... 633
Theo. B. Robertson Products Co., Inc., Chicago, Ill ... 623
Rochester Germicide Co., Rochester, N.Y ... 623
Rocky Mountain Teachers' Agency, Denver, Col ... 606
Rogers Peet Co., New York City ... 639
E. W. A. Rowles Co., Chicago, Ill ... 620, 622, 629, 631
Royal Typewriter Co., Inc., New York City ... 625
Albert Russell & Sons Co., Newburyport, Mass ... 647
Russell Uniform Co., New York City ... 637

A. Sartorius & Co., Inc., New York City ... 628
Alfred H. Saunders, New York City ... 633
Schenck & Williams, Dayton, Ohio ... 648
Schermerhorn Teachers' Agency, New York City ... 606
G. Schirmer Music Co., New York City ... 626
Schoenhof Book Co., Boston, Mass ... 594, 619
Schoverling, Daly & Gales, New York City ... 642
Scientific Equipment Co., New York City ... 631
Scott Studios, New York City ... 633
Charles Scribner's Sons, New York City ... 617
A. G. Seiler, New York City ... 619
John Sexton & Co., Chicago, Ill ... 634, 853
E. H. Sheldon & Co., Muskegon, Mich ... 629
Sherwin Williams Co., Cleveland, Ohio ... 623
Franklin Simon & Co., New York City ... 639
John Simpson, Newark, N.J ... 648
Skillkrafters, Inc., Philadelphia, Pa ... 636, 646
Smith & Hemenway Co., Inc., New York City ... 629
Smith Patterson Co., Boston, Mass ... 636
Southern Biological Supply Co., Inc., New Orleans, La ... 631
Christopher Sower Co., Philadelphia, Pa ... 617
Specialists' Educational Bureau, St. Louis, Mo ... 606
Spencer Lens Co., Buffalo, N.Y ... 631

PAGE
Standard Conveyor Co., Minneapolis, Minn 647
Standard Electric Time Co., Springfield, Mass 623
Standard School Supply Co., St. Louis, Mo 620, 622, 624
E. C. Stearns & Co., Syracuse, N.Y 629
F. C. Stechert Co., Inc., New York City 619
Steele-Wedeles Co., Chicago, Ill 634
Steinway & Sons, New York City 626
Stetson Press, Inc., Boston, Mass 644
Robert Stoll, New York City 636
Miss Harriet T. Stowe, New York City 603
Strouse-Baer Co., Baltimore, Md 639
Superior Linen Co., Inc., New York City 634

Alexander Taylor & Co., Inc., New York City 642
Tirrill Gas Machine Lighting Co., New York City 631
Torbell Co., Boston, Mass 596, 601, 617, 850
J. G. Carter Troop, New York City 611, 854
Tucker Teachers' Agency, Inc., Boston, Mass 606

Underwood & Underwood, New York City 633
University of Chicago Press, Chicago, Ill 617
University Lecturers' Association, New York City 613
University Prints, Newton, Mass 622, 628

D. Van Nostrand Co., New York City 618
Vaughan & Bushnell Manufacturing Co., Chicago, Ill 629
Victor Animatograph Co., Davenport, Ia 633
Victor Talking Machine Co., Camden, N.J 626
Virginia School Supply Co., Richmond, Va 620
Volta Bureau, Washington, D.C 590, 618

John Wanamaker, New York City 639
Ward's, Boston, Mass 646
Ward's Natural Science Establishment, Rochester, N.Y 631
Mrs. F. S. Wardwell, Stamford, Conn 626
Warren & Co., New York City 636
Waxham Light Co., New York City 647
W. M. Welch Scientific Co., Chicago, Ill 620, 631
Edgar S. Werner & Co., New York City 618
Westbrook Publishing Co., Philadelphia, Pa 644
Western Reference & Bond Association, Kansas City, Mo 606
Weston Electrical Instrument Co., Newark, N.J 631
Weyhing Bros. Mfg. Co., Detroit, Mich 636
Wholesome Films Co., Chicago, Ill 633
Thomas E. Wilson & Co., New York, Chicago, San Francisco 640, 642
Winship Teachers' Agency, Boston, Mass 606
Miss Helen M. Winslow, Boston, Mass 613
Winsor & Newton, Inc., New York City 628
John C. Winston Co., Philadelphia, Pa 618
Francis Call Woodman, Boston, Mass 603
World Book Co., Yonkers-on-Hudson, N.Y 618
Wright & Ditson, Boston, Mass 640
Rudolph Wurlitzer Co., Cincinnati, Chicago 626

Yale University Press, New Haven, Conn 618
H. D. Yates Teachers' Bureau, Nashville, Tenn 606

ANALYTICAL SUBJECT INDEX

	PAGE
Academic Costumes	638
Adhesives	624
Advertising Agencies	604
Agencies, Teachers'	605
Ammeters	631
Aquaria	630
Architects, School	648
Art Materials	627
Artists Colors	627
Ash Cans	623
Associations, Educational	565
Athletic Cups and Medals	635
" Equipment	640
Atlases	618
Badges	621, 635
Balopticons	632
Band Instruments	626
Banners and Flags	621, 635
Barometers	630
Basketry Material	629
Batteries, Electric	631
Bedding	634
Beds	634
Bicycles	642
Biological Supplies	630
Blackboards	621
Blankets	634
Blank Books	624
Books, Publishers of	614
" School, Dealers	619
Botanical Supplies	630
Boys' Clothing	638
Braces	629
Bronze Tablets	647
Brushes	623, 627
Builders' Hardware	629
Bureaus, Lyceum	613
" School	598, 603
Burners	631
Cameras	648
Camp Outfitters	641
Canoes	641
Caps and Gowns	638
Casts, Plaster	621
Catalog Makers	643, 645
Certificates	645
Chaircane	629
Chairs	621
Chalks	627
Charts	621
Chemicals and Apparatus	630
Chisels	629
Cinematographs	632
Class Pins and Rings	635
Cleaning Supplies	623
Clocks	623
Clothes Markers	634, 639
Clothing, School	638
Colors, Artists	627
Commencement Invitations	645
Commissariat	634
Construction Equipment	647
Cooking Appliances	621
Costumes and Costumers	638
Cots	634
Crayons	627
Cups, Prize	635
Cyclopedias	618
Dark Room Supplies	648
Decorations	635
Deodorizers and Disinfectants	623
Desks	621
Dictionaries	617, 618
Diplomas	645
Dish Washing Machines	621
Domestic Science Equipment	621
Dormitory Supplies	634, 639
Drafting Supplies	627
Drawing Materials	627
Duplicators	625
Educational Associations	565
" Bureaus	603
" Foundations	581
" Periodicals	583
Electric Apparatus	631
" Batteries	631
" Clock Systems	623
Emblems	635
Embossing	645
Encyclopedias	618

	PAGE
Engineers, School	648
Engravers	645
Entertainers	607
Entomological Supplies	630
Envelope Sealers	625
Film Service	632
Films, Motion Picture	632
Fire Escapes	647
Fishing Rods	640, 641
Flags	621, 635
Floor Brushes	623
" Paints	623
Flooring	647
Fobs	635
Food Products	634
Foreign Language Textbooks	619
Foundations, Educational	581
Fraternity Emblems	635
Fumigators	623
Furniture, Laboratory	630
" School Room	621
Galvanometers	631
Gas Machines	631
Girls' Clothing	638
Globes	621
Glue	624
Gongs	623
Gowns	638
Graphophones	626
Gymnasium Equipment	640
Hammers	629
Hardware, Builders	629
Heating Equipment	647
High School Caps and Gowns	629
Hockey Equipment	640
Hoods	638
Illuminators	647
Inks	624, 627
Invitations	645
Janitors' Supplies	623
Jewelers	635
Kindergarten Supplies	627
Laboratory Equipment	630
Lamps	647
Lantern Slides	632
Lathes	629
Lecture Bureaus	613
Lecturers	607
Lenses	630, 632
Lighting Equipment	647
Liquid Soap	623
Lockers	621, 647
Looms	629
Loose-Leaf Books	624
Lyceum Bureaus	613
Magazines	583, 591, 598
Manual Training Equipment	629
Maps	621
Markers, Clothes	634, 639
Mattresses	634
Mechanical Drawing Supplies	627
Medals	635
Memorandum Books	624
Memorial Tablets	647
Meteorological Equipment	630
Microscopes	630
Military Equipment	636
Mimeographs	625
Models, Geometrical	620
" Mathematical	620
Montessori Apparatus	627
Motion Picture Films	632
" " Machines	632
Motors, Boat	641
" Electric	631
Mucilage	624
Multigraphs	625
Music Books	615, 626
Musical Artists	607
" Equipment	626
" Instruments	626
Musicians	607
Name Tapes	634, 639
Natural History Supplies	630
Note Books	624
Office Equipment	625
Ohmmeters	631
Oils, Artists	627
Open-Air School Equipment	639
Optical Instruments	630, 632
Outfitters, School	638
Outing Equipment	640, 641
Paints and Varnishes	623

	PAGE
Paints, Artists'	627
Paper Balers	623
" Blue Print	627
" Tablets	624
Paste	620
Pencils	624, 627
Penmanship Supplies	624
Pennants	621, 635
Periodicals	583, 591, 598
Phonographs and Records	626
Photo Engravers	645
Photographers, School	648
Photographic Supplies	648
Physical Apparatus	630
Pianos	626
Pictures	621
Pins, Class	635
Playground Apparatus	640
Plays, School	618
Portable Typewriters	625
Post Cards	619
Printers	643, 645
Prints	628
Program Clocks	623
Projection Apparatus	632
Publishers	614
Raffia	629
Reed	629
Reference Books	618
Regalia	635
Rings, Class	635
Sanitary Devices	623
Saws	629
School Advertising Mediums	598
" Architects	648
" Bureaus	598
" Catalogs	643, 645
" Clothing	638
" Furniture	621
" House Construction	647
" " Engineers	648
" Outfitters	638
" Photographers	648
" Room Equipment	621
" Supplies	620
Scientific Equipment	630
Seats	621
Slides, Lantern	632
Soaps	623
Specimens, Natural History	630
Sporting Goods	635, 636
Stains	623
Stamp Affixers	625
Stationery	645
Statuary	621
Stereopticons	632
Stereoscopes	632
Studios, Photographic	648
Sweaters	630, 632
Swimming Pools	648
Tables	621
Tablets, Bronze	647
" Paper	624
Talking Machines	626
Teachers' Agencies	605
Tents	641
Textbook Publishers	614
Textbooks, School	614
Time Systems	623
Toilets	647
Tools	629
Translations, Foreign	619
Trophies	635
Typewriters	625
Uniforms	636, 638
Vacuum Cleaners	623
Varnishes	623
Victrolas	626
Views, Lantern	619
" Postcard	619
Vises	629
Visual Instruction	632
Voltmeters	631
Washing Machines	621
Waste Paper Balers	623
Water Colors	627
Wattmeters	631
Wearing Apparel	638
Weaving Materials	621
Writing Materials	624
Year Books	582
Zoological Supplies	630

EDUCATIONAL ASSOCIATIONS

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.

PRESIDENT: L. S. Rowe. SECRETARY: J. F. Lichtenberger, Univ. of Pa. ANNUAL MEETING: April or May, 1921, Philadelphia, Pa.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS.

PRESIDENT: Charles M. McConn, Univ. of Ill., Urbana, Ill. SECRETARY: Raymond Walters, Lehigh Univ., Bethlehem, Pa. ANNUAL MEETING: April, 1921. PUBLICATIONS: Proceedings of Annual Meetings.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES.

PRESIDENT: H. H. Seerley, Cedar Falls, Iowa. SECRETARY: J. G. Crabbe, Greeley, Col.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS.

PRESIDENT: V. L. Kellogg. SECRETARY: H. W. Tyler, Mass. Inst. of Technology, Cambridge, Mass. PUBLICATIONS: Bulletin.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Section Q. Education.

PRESIDENT: Charles J. Judd. Univ. of Chicago. SECRETARY: Bird T. Baldwin, Univ. of Iowa, Iowa City, Iowa. PUBLICATIONS: Science (weekly) official organ. Est. 1907.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

PRESIDENT: John D. Wright. SECRETARY: A. E. Pope, School for the Deaf, Trenton, N.J.

AMERICAN COUNCIL ON EDUCATION.

CHAIRMAN: Harry P. Judson, Univ. of Chicago. SECRETARY: Virginia Gildersleeve, Barnard Coll., New York City. ANNUAL MEETING: May, 1920, Washington, D.C.

AMERICAN EDUCATIONAL MOTION PICTURE ASSOCIATION.

PRESIDENT: Allen S. Williams, 69 West 90th St., New York City. SECRETARY: R. D. V. Storey, 69 West 90th St., New York City. ANNUAL MEETING: November, 1919, New York City.

AMERICAN FEDERATION OF ARTS.

PRESIDENT: Robert W. de Forest, 30 Broad St., New York City. SECRETARY: Leila Mechlin, 1741 New York Ave., Washington, D.C. ANNUAL MEETING: May, 1920, New York City.

AMERICAN FEDERATION OF TEACHERS.

PRESIDENT: Charles D. Stillman, 1620 Lake Ave., Wilmette, Ill. SECRETARY: F. G. Stecker, 1618 Lake Ave., Wilmette, Ill. PUBLICATIONS: The American Teacher. Est. April, 1916.

AMERICAN FEDERATION OF THE TEACHERS OF THE MATHEMATICAL AND NATURAL SCIENCES.

PRESIDENT: C. Riborg Mann. SECRETARY: Wm. A. Hedrick, Washington, D.C. ANNUAL MEETING: Dec. 28, 1920, Chicago, Ill.

AMERICAN HOME ECONOMICS ASSOCIATION.

PRESIDENT: Miss Mary E. Sweeny, Univ. of Kentucky, Lexington, Ky. SECRETARY: Miss Lenna F. Cooper, Battle Creek Sanitarium, Battle Creek, Mich. PUBLICATIONS: Journal of Home Economics (monthly).

AMERICAN HUMANE EDUCATION SOCIETY.

PRESIDENT: Frances H. Rowley, 180 Longwood Ave., Boston, Mass. SECRETARY: Guy Richardson, 180 Longwood Ave., Boston, Mass. ANNUAL MEETING: March 30, 1920, Boston, Mass.

AMERICAN INSTITUTE OF INSTRUCTION.

PRESIDENT: J. Asbury Pitman, Salem, Mass. SECRETARY: Charles S. Clarke, Somerville, Mass. Est. 1830.

AMERICAN LIBRARY ASSOCIATION.

PRESIDENT: Chalmers Hadley, Public Library, Denver, Col. EXECUTIVE SECRETARY: George B. Utley, 78 East Washington St., Chicago, Ill.

AMERICAN MATHEMATICAL SOCIETY.

PRESIDENT: Frank Morley. SECRETARY, F. N. Cole, 501 W. 116th St., New York City. PUBLICATIONS: Bulletin, Transactions; Lectures. Est. 1894.

AMERICAN NATURE STUDY SOCIETY.

PRESIDENT: S. C. Schumacker, West Chester, Pa. SECRETARY, Anna B. Comstock, Ithaca, N.Y. PUBLICATIONS: Nature Study Review. Est. 1904.

AMERICAN OPEN AIR SCHOOL ASSOC.

PRESIDENT, Allen G. Rice. SECRETARY: Walter W. Roach, M.D., 2905 Columbia Ave., Philadelphia, Pa. ANNUAL MEETING: Washington, D.C. PUBLICATIONS: American Open Air School Journal. Est. 1914.

AMERICAN PHYSICAL EDUCATION ASSOCIATION.
PRESIDENT: Dudley B. Reed, Univ. of Chicago. SECRETARY: James H. McCurdy, 93 Westford Ave., Springfield, Mass. PUBLICATIONS: American Physical Education Review.

AMERICAN POSTURE LEAGUE, INC.
PRESIDENT: Jessie H. Bancroft, 164 Sterling Place, Brooklyn, N.Y. SECRETARY: Henry L. Taylor, 125 West 58th St., New York City. ANNUAL MEETING: March, 1921, New York City.

AMERICAN SCHOOL CITIZENSHIP LEAGUE.
PRESIDENT: Randall J. Condon, Supt. of Schools, Cincinnati, Ohio. SECRETARY: Mrs. Fannie Fern Andrews, 405 Marlborough St., Boston 17, Mass. ANNUAL MEETING: 1921, with the N.E.A. PUBLICATIONS; Year Book; program of meeting. Est. 1908.

AMERICAN SCHOOL HYGIENE ASSOCIATION.
SECRETARY: William A. Howe, State Education Bldg., Albany, N.Y. ANNUAL MEETING: Feb. 24, 1920, Cleveland, Ohio. PUBLICATIONS: Proceedings of the Annual Congress.

AMERICAN SCHOOL IMPROVEMENT ASSOCIATION.
PRESIDENT: William H. Elson. SECRETARY, W. E. Chancellor, Wooster, Ohio.

AMERICAN SCHOOL INQUIRY ASSOCIATION.
PRESIDENT: William E. Chancellor.

AMERICAN SOCIETY FOR EXTENSION OF UNIVERSITY TEACHING.
PRESIDENT: Henry La Barre Jayne, 505 Chestnut St., Philadelphia, Pa. SECRETARY: William K. Huff, 730 Witherspoon Bldg., Philadelphia, Pa.

ASSOCIATION FOR THE ADVANCEMENT OF PROGRESSIVE EDUCATION.
PRESIDENT: Arthur E. Morgan, Moraine Park School, Dayton, Ohio. EXECUTIVE SECRETARY, Stanwood Cobb, 1818 N St., N.W., Washington, D.C.

ASSOCIATION OF AMERICAN COLLEGES.
PRESIDENT: Frederick C. Ferry, Hamilton College, Clinton, New York. SECRETARY: Robert L. Kelly, 45 West 18th St., New York City. PUBLICATIONS: Quarterly Bulletin. Est. 1915.

ASSOCIATION OF AMERICAN GEOGRAPHERS.
PRESIDENT: Herbert E. Gregory. SECRETARY: Richard E. Dodge, Storrs, Conn. ANNUAL MEETING:

Write Mr. Sargent If You Want It.

Dec. 30, 1920, Univ. of Chicago, Chicago, Ill. PUBLICATIONS: Annual volumes of scientific papers

ASSOCIATION OF AMERICAN INSTRUCTORS OF THE DEAF.

PRESIDENT: Percival Hall, Kendall Green, Washington, D.C. SECRETARY: Frank M. Driggs, School for the Deaf, Ogden, Utah. ANNUAL MEETING: July, 1920, Mt. Airy, Philadelphia, Pa.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS.

PRESIDENT: Frank J. Walter, General Motors Corporation, Detroit, Mich. SECRETARY: Florence R. Curtis, Univ. of Illinois Library School, Urbana, Ill.

ASSOCIATION OF AMERICAN UNIVERSITIES.

PRESIDENT: Rep. of Ohio State University. SECRETARY: David A. Robertson, Rep. of Univ. of Chicago. PUBLICATIONS: Proceedings. Est. 1900.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND.

PRESIDENT: Walter R. Marsh, St. Paul's School, Garden City, N.Y. SECRETARY: George W. McClelland, Univ. of Pa., Philadelphia, Pa. Est. 1886.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES.

PRESIDENT: J. T. Wright, Mobile, Ala. SECRETARY: Edward A. Bechtel, Tulane Univ., New Orleans, La. PUBLICATIONS: Proceedings of annual meetings, Bulletin of Commission on Accredited Schools. Est. 1895.

ASSOCIATION OF DIRECTORS OF PHYSICAL EDUCATION FOR WOMEN.

PRESIDENT: Rachel Hardwick, Boston Univ., Boston, Mass. SECRETARY: Katherine Sibley, Syracuse Univ., Syracuse, N.Y. ANNUAL MEETING: March or April, 1920, South Hadley, Mass.

ASSOCIATION OF HISTORY TEACHERS OF THE MIDDLE STATES AND MARYLAND.

PRESIDENT: Daniel C. Knowlton, Lincoln School, Teachers College, New York City. SECRETARY: R. W. Kelsey, Haverford College, Haverford, Pa. ANNUAL MEETING: May 7, 1920, Easton, Pa. PUBLICATIONS: Annual volume. Est. 1902.

ASSOCIATION OF PRESIDENTS AND PAST PRESIDENTS OF STATE AND NATIONAL MUSIC TEACHERS ASSOCIATIONS.

PRESIDENT: D. A. Clippinger, Kimball Hall, Chicago, Ill. SECRETARY: Arthur L. Manchester, 203 West Boulevard, Mexico, Mo.

ASSOCIATION OF PRIVATE SCHOOL TEACHERS.

PRESIDENT: Jessie M. Tatlock, 36 E. 57th St., New York City.

ASSOCIATION OF TEACHERS OF MATHEMATICS IN NEW ENGLAND.

PRESIDENT: Prof. William R. Ransom, Tufts College, Medford, Mass. SECRETARY: H. D. Gaylord, 448 Audubon Road, Boston, Mass. ANNUAL MEETING: Dec. 4, 1920, at Boston, Mass. PUBLICATIONS: Joint publishers with Middle States and Maryland Association of "Mathematics Teacher."

ASSOCIATION OF TEACHERS OF MATHEMATICS IN THE MIDDLE STATES AND MARYLAND.

PRESIDENT: W. E. Breckenridge. SECRETARY: Charles Burton Walsh.

CAMP DIRECTORS' ASSOCIATION OF AMERICA.

PRESIDENT: H. W. Little. SECRETARY: Eugene H. Lehman, 216 W. 100 St., New York City. MONTHLY MEETINGS: Third Saturday evening, each month, at the Faculty Club, Columbia Univ., New York City. PUBLICATIONS: Monthly report of meetings.

CATHOLIC EDUCATIONAL ASSOCIATION.

PRESIDENT-GENERAL: Rt. Rev. Thomas J. Shahan, Catholic Univ. of America, Washington, D.C. SECRETARY-GENERAL: Rev. F. W. Howard, 1651 E. Main St., Columbus, Ohio. ANNUAL MEETING: June, 1920, New York City. PUBLICATIONS: Annual Report Quarterly Bulletins. Est. 1903.

CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS.

PRESIDENT: J. Albert Foberg, Crane Technical High School, Chicago, Ill. SECRETARY: Harry O. Gillet, Univ. of Chicago. ANNUAL MEETING: Nov. 26, 1920, Chicago, Ill. PUBLICATIONS: School Science and Mathematics; Annual Proceedings. Est. 1902.

CLASSICAL ASSOCIATION OF THE ATLANTIC STATES.

PRESIDENT: Prof. David N. Robertson, Johns Hopkins Univ., Baltimore, Md. SECRETARY: Prof. Charles

Write Mr. Sargent If You Want It.

Knapp, Barnard College, Columbia Univ., New York City. PUBLICATIONS: The Classical Weekly. Est. 1906.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH.

PRESIDENT: G. J. Laing, Univ. of Chicago, Chicago, Ill. SECRETARY: Louis E. Lord, 272 Oak St., Oberlin, Ohio. ANNUAL MEETING: April 3, 1920, Cleveland, Ohio. PUBLICATIONS: Classical Journal. Est. 1905.

CLASSICAL ASSOCIATION OF NEW ENGLAND.

PRESIDENT: Frank C. Babbitt, Hartford, Conn. SECRETARY: Monroe N. Wetmore, Williamstown, Mass. PUBLICATIONS: Classical Journal, Annual Bulletin. Est. 1906.

CLASSICAL ASSOCIATION OF THE PACIFIC NORTHWEST.

PRESIDENT: William E. Kirk, Williamette Univ., Salem, Ore. SECRETARY-TREASURER: Julianne A. Roller, 1116 E. Sherman St., Portland, Ore. ANNUAL MEETING: Nov. 20, 1920, Portland, Ore. PUBLICATIONS: Classical Journal—official organ. Est. 1911.

COLLEGE ENTRANCE EXAMINATION BOARD.

CHAIRMAN: Dean Howard McClenahan. SECRETARY: Thomas S. Fiske, 431 W. 117th St., New York City. ANNUAL MEETING: First Saturday in November. PUBLICATIONS: Bulletin of General Information; List of Requirements; List of Examination Centers; Annual Report.

COMMISSION ON ACCREDITED SCHOOLS OF THE SOUTHERN STATES.

PRESIDENT: L. L. Friend, Wheeling, W.Va. SECRETARY: Harry Clark, Univ. of Tenn., Knoxville, Tenn.

COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION.

CHAIRMAN: Clarence D. Kingsley, Supervisor of Secondary Education, Mass. Dept. of Educ., Boston, Mass Est. 1912 by the N.E.A.

COMMUNITY SERVICE (INCORPORATED).

PRESIDENT: Joseph Lee, 101 Tremont St., Boston, Mass SECRETARY: Howard S. Braucher, 1 Madison Ave. New York City.

CONFERENCE FOR EDUCATION IN THE SOUTH AND SOUTHERN EDUCATIONAL ASSOCIATION.

CONFERENCE PRESIDENT: J. Y. Joyner. SECRETARY: A. P. Bourland, Southern Bldg., Washington, D.C.

ASSOCIATION PRESIDENT: J. Y. Joyner. SECRETARY: R. A. Clayton, Birmingham, Ala. PUBLICATIONS: Annual Proceedings.

COOPERATIVE LEAGUE OF AMERICA.

PRESIDENT: James P. Warbasse. SECRETARY: Scott H. Perky. PUBLICATIONS: Cooperative Consumer.

COUNCIL OF CHURCH BOARDS OF EDUCATION.

PRESIDENT: Abram W. Harris, 150 Fifth Ave., New York City. EXECUTIVE SECRETARY: Robert L. Kelley, 45 West 18th St., New York City. Est. 1911.

DRAMA LEAGUE OF AMERICA.

PRESIDENT: John M. Stahl, 59 East Van Buren St., Chicago, Ill. SECRETARY: Alice M. Houston, 59 East Van Buren St., Chicago, Ill.

EASTERN ARTS ASSOCIATION.

PRESIDENT: Frank E. Mathewson, Dickinson High School, Jersey City, N.J. SECRETARY: M. W. Haynes, Bayonne, N.J. ANNUAL MEETING: April 1, 1920, Boston, Mass.

EASTERN ASSOCIATION OF PHYSICS TEACHERS.

PRESIDENT: Charles E. Stratton. SECRETARY: Kurt G. Busick, 213 Savin Hill Ave., Boston 25, Mass.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION.

PRESIDENT: J. S. Spangler, Pittsburgh, Pa. SECRETARY: D. A. McMillin, Central High School, Newark, N.J. ANNUAL MEETING: April 1, 1920, Philadelphia, Pa.

EDUCATION BOARD OF THE SOUTHERN BAPTIST CONVENTION.

PRESIDENT: Frank S. White, Birmingham, Ala. CORRESPONDING SECRETARY: W. C. James, Birmingham, Ala. PUBLICATIONS: Baptist Education Bulletin (monthly), tracts, books, etc.

EDUCATIONAL ASSOCIATION OF METHODIST EPISCOPAL CHURCH.

PRESIDENT: Lemuel H. Murlin, Boston Univ., Boston, Mass. SECRETARY: Robert J. Trevorrow, Centenary Collegiate Institute, Hackettstown, N.J. Est. 1891.

EDUCATIONAL DRAMATIC LEAGUE.

PRESIDENT: Mrs. August Belmont, 105 West 40th St., New York City. SECRETARY: Rachel Crothers, 105 West 40th St., New York City.

EDUCATIONAL PRESS ASSOCIATION.

PRESIDENT: Henry G. Williams, Columbus, Ohio. SECRETARY: George L. Towne, Lincoln, Neb.

Write Mr. Sargent If You Want It.

EXECUTIVE COMMITTEE OF CHRISTIAN EDUCATION PRESBYTERIAN CHURCH IN THE UNITED STATES.

PRESIDENT: Dunbar H. Ogden, 410 Urban Bldg., Louisville, Ky. SECRETARY: Henry H. Sweets, 410 Urban Bldg., Louisville, Ky. ANNUAL MEETING: March 31, each year, Louisville, Ky. PUBLICATIONS: Annual Proceedings and many leaflets on Christian Education.

FEDERATION FOR CHILD STUDY.

PRESIDENT: Mrs. Howard Gans, 334 West End Ave., New York City. SECRETARY: Katherine Darling, 2 West 64th St., New York City.

HARVARD TEACHERS' ASSOCIATION.

PRESIDENT: John W. Wood, Jr. SECRETARY: Edwin A. Shaw. ANNUAL MEETING: April, 1921. PUBLICATIONS: Addresses of the annual meeting, published in School and Society; Annual Proceedings. Est. 1891.

HEAD MASTERS' ASSOCIATION.

PRESIDENT: William M. Irvine. SECRETARY: William B. Snow, English High School, Boston, Mass. ANNUAL MEETING: February, 1921, New York City. Est. 1892.

HEAD MISTRESSES' ASSOCIATION OF THE EAST.

PRESIDENT: Emma G. Sebring. SECRETARY: Anna Ryan, Greenwich, Conn.

HEAD MISTRESSES' ASSOCIATION OF THE MIDDLE WEST.

PRESIDENT: Mrs. Arthur E. Lyman, Laurel School, Cleveland, Ohio. SECRETARY: Mary E. Raymond, Hathaway-Brown School, Cleveland, Ohio. Est. 1914.

INLAND EMPIRE COUNCIL OF TEACHERS OF ENGLISH.

PRESIDENT: O. B. Sperlin, Stadium High School, Tacoma, Wash. SECRETARY: Pearle E. Anderson, Lewis and Clark High School, Spokane, Wash. ANNUAL MEETING: April, 1919, Spokane, Wash. PUBLICATIONS: Annual Report. Est. 1915.

INTERNATIONAL KINDERGARTEN UNION.

PRESIDENT: Nina C. Vandewalker. SECRETARY: Miss May Murray, Box 1626, Springfield, Mass. ANNUAL MEETING: May, 1921, Detroit, Mich. PUBLICATIONS: Proceedings of the annual meetings. Est. 1892.

LAND GRANT COLLEGE ENGINEERING ASSOCIATION.

PRESIDENT: F. E. Turneaure, Univ. of Wisconsin, Madison, Wis. SECRETARY: R. L. Sackett, Pa. State College, State College, Pa.

You Don't Find What You Want

LEAGUE OF TEACHERS' ASSOCIATIONS.
PRESIDENT: Sallie C. Hill, 232 Century Bldg., Denver, Col. SECRETARY: Mary Walsh, La Salle, Ill. PUBLICATIONS: The Elementary Teacher—official organ. Est. 1912.

LUTHERAN EDUCATION SOCIETY.
PRESIDENT: W. E. Schlake, 1600 Diversey Parkway, Chicago, Ill. SECRETARY: C. J. Schwanke, 3305 North Hamilton Ave., Chicago, Ill.

MATHEMATICAL ASSOCIATION OF AMERICA.
PRESIDENT: David Eugene Smith, Columbia Univ., New York City. SECRETARY: W. D. Cairns, Oberlin, Ohio. ANNUAL MEETING: Jan. 1, 1920, New York City. PUBLICATIONS: American Mathematical Monthly.

MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, TEACHERS' SECTION.
CHAIRMAN: Frances M. Morehouse, Coll. of Education, Univ. of Minneapolis, Minneapolis, Minn. SECRETARY: Howard C. Hill, School of Education, Univ. of Chicago, Chicago, Ill. ANNUAL MEETING: 1921. Est. 1911.

MODERN LANGUAGE ASSOCIATION OF AMERICA.
PRESIDENT: John M. Manly. SECRETARY: Carleton Brown, 416 Eighth Ave., S.E., Minneapolis, Minn. ANNUAL MEETING: December 28, 29, 30, 1920, Poughkeepsie, N.Y. PUBLICATIONS: Quarterly publications.

MONTESSORI EDUCATIONAL ASSOCIATION.
PRESIDENT: Mrs. Alex. Graham Bell. SECRETARY: William K. Cooper, 1840 Kalorama Road, Washington, D.C. PUBLICATIONS: Bulletins of information. Est. 1913.

MUSIC SUPERVISORS' NATIONAL CONFERENCE.
PRESIDENT: Will Earhart. SECRETARY: Miss Agnes Benson, Tribune Bldg., Chicago, Ill. PUBLICATIONS: Music Supervisors' Bulletin; Journal of Proceedings.

MUSIC TEACHERS' NATIONAL ASSOCIATION.
PRESIDENT: Charles N. Boyd, 4259 Fifth Ave., Pittsburgh, Pa. SECRETARY: William Benbow, 825 Elmwood Ave., Buffalo, N.Y. ANNUAL MEETING: Dec. 29, 30, 31, 1919, Philadelphia, Pa. PUBLICATIONS: Studies in Musical Education, History and Esthetics; Proceedings of the Annual Meetings.

Write Mr. Sargent If You Want It.

NATIONAL ASSOCIATION FOR THE STUDY AND EDUCATION OF EXCEPTIONAL CHILDREN.

PRESIDENT: Theo. Stempfel, Indianapolis, Ind. SECRETARY, M. P. E. Groszmann, Plainfield, N.J

NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL SCHOOLS.

PRESIDENT: B. F. Williams, Des Moines, Iowa. SECRETARY: H. E. V. Porter, Jamestown, N.Y. ANNUAL MEETING: Dec. 29, 1919, Chicago, Ill.

NATIONAL ASSOCIATION OF CORPORATION SCHOOLS.

PRESIDENT: W. W. Kincaid, Niagara Falls, N.Y. SECRETARY: Lee Galloway, 20 Vesey St., New York City. ANNUAL MEETING: June, 1920, New York City. PUBLICATIONS: Proceedings; Monthly Bulletin.

NATIONAL ASSOCIATION OF DIRECTORS OF EDUCATIONAL RESEARCH.

PRESIDENT: M. E. Haggerty, Univ. of Minnesota, Minneapolis, Minn. SECRETARY-TREASURER, E. J. Ashbaugh, Educational Service, Extension Division, Univ. of Iowa. ANNUAL MEETING: February, 1921, with N.E.A. Department of Superintendence.

NATIONAL ASSOCIATION OF THE DIRECTORS OF GIRLS' CAMPS.

PRESIDENT: Mrs. Edward L. Gulick. SECRETARY: Mrs. Frances White, Lynn, Mass.

NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS.

PRESIDENT: Lenna B. Rovick, Muskegon, Mich. SECRETARY: Lloyd W. Huntsinger, Spencerian Business College, Cleveland, Ohio. ANNUAL MEETING: Dec. 26, 1919, Chicago, Ill.

NATIONAL ASSOCIATION OF PRINCIPALS OF SCHOOLS FOR GIRLS.

CHAIRMAN: Marion Coates, Bradford Academy, Bradford, Mass. SECRETARY: L. Gertrude Angell, Buffalo Seminary, Buffalo, N.Y. ANNUAL MEETING: Feb. 23, 1920, Cleveland, Ohio. PUBLICATIONS: Proceedings.

NATIONAL ASSOCIATION OF SCHOOL BUILDING OFFICIALS.

PRESIDENT: C. W. Handman, Board of Education, Cincinnati, Ohio. SECRETARY: R. M. Milligan, Board of Education, St. Louis, Mo. ANNUAL MEETING: Nov. 13, 1919, Rochester, N.Y.

You Don't Find What You Want

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS.

PRESIDENT: William A. Bailey, Kansas City, Kan. SECRETARY: H. S. Church, Cicero, Ill. ANNUAL MEETING: February, 1920, Cleveland, Ohio. Est. 1916.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES.

PRESIDENT: T. D. Boyd, Louisiana State Univ., Baton Rouge, La. SECRETARY: F. L. McVey, Lexington, Ky. PUBLICATIONS: Transactions and Proceedings of the National Association of State Universities.

NATIONAL ASSOCIATION OF TEACHERS' AGENCIES.

PRESIDENT: Charles W. Mulford, 366 Fifth Ave., New York City. PUBLICATIONS: Report of Proceedings. Est. 1914.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH.

PRESIDENT: C. H. Woolbert, Univ. of Illinois, Urbana, Ill. SECRETARY: Bess Baker, Proviso, Ill. ANNUAL MEETING: December, 1920.

NATIONAL CHILD WELFARE ASSOCIATION, INC.

PRESIDENT: William H. Wadhams, New York City. SECRETARY: Charles F. Powlison, 70 Fifth Ave., New York City. PUBLICATIONS: Child Welfare Graphic.

NATIONAL COMMERCIAL TEACHERS' FEDERATION.

PRESIDENT: James C. Reed, Whitewater, Wis. SECRETARY: O. L. Trenary, Kenosha, Wis. ANNUAL MEETING: December, 1919, Chicago, Ill. PUBLICATIONS: Annual Report of Proceedings.

NATIONAL COMMITTEE FOR MENTAL HYGIENE, INC.

PRESIDENT: Dr. Walter B. James. SECRETARY: Clifford W. Beers, 50 Union Sq., New York City.

NATIONAL COMMITTEE FOR THE TEACHING OF CITIZENSHIP.

PRESIDENT: Thomas M. Balliet, 32 Waverly Pl., New York City. SECRETARY: Harry H. Moore, 1659 Newton St., N.W., Washington, D.C.

NATIONAL COMMUNITY CENTER ASSOCIATION.

PRESIDENT: John Collier, 70 Fifth Ave., New York City. SECRETARY: E. L. Burchard, 1415 East 57th St., Chicago, Ill.

NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS.

PRESIDENT: Dean George D. Olds, Amherst, Mass. SECRETARY: Dean Frank W. Nicolson, Middletown, Conn. ANNUAL MEETING: March 23, 1920, New York City.

Write Mr. Sargent If You Want It.

PUBLICATIONS: Report of Annual Meeting; Reports to various journals.

NATIONAL CONFERENCE OF MUSIC SUPERVISORS.

PRESIDENT: Hollis Dann, Cornell Univ., Ithaca, N.Y. SECRETARY: Elizabeth Pratt, 4337 Maryland St., St. Louis, Mo. ANNUAL MEETING: March, 1920, Philadelphia, Pa.

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

PRESIDENT: Mrs. Frederick Schoff, 3418 Baring St., Philadelphia, Pa. CORRESPONDING SECRETARY: Mrs. David O. Mears, Washington, D.C.

NATIONAL COUNCIL OF EDUCATION.

PRESIDENT: Homer H. Seerlay, Cedar Falls, Iowa. SECRETARY: Adelaide S. Baylor, Federal Board for Vocational Education, Washington, D.C. ANNUAL MEETING: Feb. 28, 1921, Atlantic City, N.J.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS.

PRESIDENT: R. H. Whitbeck. SECRETARY: George J. Miller, State Normal School, Mankato, Minn. ANNUAL MEETING: Last week of December, 1920, Chicago, Ill. PUBLICATIONS: Journal of Geography—official organ.

NATIONAL COUNCIL OF PRIMARY EDUCATION.

PRESIDENT: Ella Victoria Dobbs, Univ. of Missouri, Columbia, Mo. ANNUAL MEETING: Feb. 24, 1920, Cleveland, Ohio.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH.

PRESIDENT: James F. Hosic, Chicago Normal College, Chicago, Ill. SECRETARY: W. Wilbur Hatfield, Chicago Normal College, Chicago, Ill. ANNUAL MEETING: November. PUBLICATIONS: Reports; English Journal.

NATIONAL EDUCATION ASSOCIATION.

PRESIDENT: George D. Strayer. SECRETARY: J. W. Crabtree, 1201 16th St., Washington, D.C. ANNUAL MEETING: July 4, 1920, Salt Lake City, Utah. Est. 1857.

NATIONAL FEDERATION OF STATE EDUCATION ASSOCIATIONS.

PRESIDENT: Charles F. Foos, Reading, Pa. SECRETARY: John P. Everett, Kalamazoo, Mich. ANNUAL MEETING: With the Dept. of Superintendence, N.E.A., February, 1920, Cleveland, Ohio.

NATIONAL INSTITUTE FOR MORAL INSTRUCTIONS.
CHAIRMAN: Milton Fairchild.

NATIONAL KINDERGARTEN ASSOCIATION.
PRESIDENT: Major Bradley Martin. HONORARY PRESIDENT: Commissioner P. P. Claxton. CORRESPONDING SECRETARY: Bessie Locke, 8 West 40th St., New York City. PUBLICATIONS: Annual Report; Propaganda leaflets and articles for parents.

NATIONAL LEAGUE OF NURSING EDUCATION.
PRESIDENT: S. Lillian Clayton, Philadelphia General Hospital, Philadelphia, Pa. SECRETARY: Laura L. Logan, Cincinnati General Hospital, Cincinnati, Ohio. ANNUAL MEETING: June, 1920, Atlanta, Ga.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS.
PRESIDENT: Cornelia S. Adair, 1606 Grove Ave., Richmond, Va. SECRETARY: Josephine H. Halloran, 2822A East Broad St., Richmond, Va. ANNUAL MEETING: With the N.E.A.

NATIONAL SOCIETY FOR BROADER EDUCATION.
PRESIDENT: Guy Carleton Lee. SECRETARY: Hildegarde H. Langsdorf, 172 West High St., Carlisle, Pa. ANNUAL MEETING: First Wednesday in January, 1919. PUBLICATIONS: Leaflets; Annual Report.

NATIONAL SOCIETY FOR THE STUDY AND CORRECTION OF SPEECH DISORDERS.
PRESIDENT: W. B. Swift, 110 Bay State Rd., Boston, Mass. SECRETARY: M. R. Franklin, 110 Bay State Rd., Boston, Mass.

NATIONAL SOCIETY FOR VOCATIONAL EDUCATION.
PRESIDENT: David Snedden, Teachers' College, Columbia Univ., New York City. ANNUAL MEETING: Feb. 19–21, 1920, Chicago, Ill. Est. 1906.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.
PRESIDENT: H. B. Wilson, Berkeley, Cal. SECRETARY: G. M. Whipple, Univ. of Michigan, Ann Arbor, Mich PUBLICATIONS: Year Book. Est. 1892.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION.
PRESIDENT: F. J. Kelley, Univ. of Michigan, Ann Arbor, Mich. SECRETARY: Florence E. Bamberger, Johns Hopkins Univ., Baltimore, Md. ANNUAL MEETING: With the Dept. of Supt., N.E.A., February, 1921. Washington, D.C.

NATIONAL SPEECH ARTS ASSOCIATION.
PRESIDENT: Charles M. Holt, 60 South 11th St., Minne-

Write Mr. Sargent If You Want It.

apolis, Minn. SECRETARY: Miss Jessie Tharpe, 3425 Prytania St., New Orleans, La. ANNUAL MEETING: June, 1920. PUBLICATIONS: Year Book; Directory. Est. 1801.

NATIONAL STORY TELLERS LEAGUE.

PRESIDENT: Mary E. Hargraves, 5 South Wabash Ave., Chicago, Ill. SECRETARY: Mrs. M. E. O'Donnell, 443 East 17th St., Brooklyn, N.Y. ANNUAL MEETING: October, 1920, Chicago, Ill.

N.E. ASSOCIATION OF CHEMISTRY TEACHERS.

PRESIDENT: William W. Obear. SECRETARY: S. Walter Hoyt, Mechanic Arts High School, Boston, Mass. ANNUAL MEETING: November or December. PUBLICATIONS: Reports. Est. 1898.

N.E. ASSOC. OF COLLEGES AND SECONDARY SCHOOLS.

PRESIDENT: Lemuel H. Murlin. SECRETARY: Walter Ballou Jacobs, Brown Univ., Providence, R.I. ANNUAL MEETING: Dec. 5, 1919, Boston, Mass. PUBLICATIONS: Education. Est. 1884.

N.E. ASSOC. OF COLLEGE TEACHERS OF EDUCATION.

PRESIDENT: Arthur H. Wilde, Boston Univ., Boston, Mass. SECRETARY: W. O. McIntire, Wheaton College, Norton, Mass. Est. 1905.

NEW ENGLAND ASSOCIATION OF SCHOOL LIBRARIES.

PRESIDENT: June Donnelly, Simmons College, Boston, Mass. SECRETARY: Anna L. Bates, Public High School, Hartford, Conn.

NEW ENGLAND ASSOC. SCHOOL SUPERINTENDENTS.

PRESIDENT: Francis McSherry, Holyoke, Mass. SECRETARY: H. O. Hutchinson, Montpelier, Vt. ANNUAL MEETING: November, 1920, Boston, Mass.

NEW ENGLAND ASSOC. TEACHERS OF ENGLISH.

PRESIDENT: Frank Aydelotta, Mass. Inst. of Tech., Cambridge, Mass. SECRETARY: A. B. deMille, Milton Academy, Milton, Mass. ANNUAL MEETING: March, 1920. PUBLICATIONS: The English Leaflet. Est. 1901.

NEW ENGLAND ASSOC. TEACHERS OF MATHEMATICS.

PRESIDENT: William R. Ransom, 29 Sawyer Ave., Tufts College, Mass. SECRETARY: Harry D. Gaylord, 448 Audubon Rd., Boston, Mass.

NEW ENGLAND COLLEGE ENTRANCE BOARD.

PRESIDENT: Arthur J. Roberts. SECRETARY: Dean Frank W. Nicolson, Middletown, Conn. ANNUAL MEETING: April 23, 1920, Boston, Mass. PUBLICATIONS: Annual Report. Est. 1902.

NEW ENGLAND HISTORY TEACHERS' ASSOCIATION.
PRESIDENT: Harriet E. Tuell, High School, Somerville, Mass. SECRETARY: Horace Kidger, Technical High School, Newton, Mass. SEMI-ANNUAL MEETINGS: October and April. PUBLICATIONS: Annual Report.

NEW ENGLAND HOME ECONOMICS ASSOCIATION.
PRESIDENT: Mrs. S. F. Herron, 2 West Cedar St., Boston, Mass. SECRETARY: Mary B. Stocking, Simmons College, Boston, Mass.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION.
PRESIDENT: Joel Hatheway, High School of Commerce, Boston, Mass. SECRETARY: Helen A. Stuart, Girls Latin School, Boston, Mass. PUBLICATIONS: The Modern Language Bulletin.

NEW ENGLAND PENMANSHIP ASSOCIATION.
PRESIDENT: K. C. Atticks, 201 Davis Ave., Brookline. SECRETARY: Hazel Waite, Box 124, Stoughton, Mass.

NEW YORK SOCIETY FOR THE EXPERIMENTAL STUDY OF EDUCATION.
PRESIDENT: William E. Grady. SECRETARY: J. Carleton Bell, 1032A Sterling Place, Brooklyn, N.Y.

NORTH CENTRAL ACADEMIC ASSOCIATION.
PRESIDENT: John Wayne Richards. SECRETARY: Colonel E. Y. Burton, Missouri Mil. Acad., Mexico, Mo ANNUAL MEETING: Chicago, Ill.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS.
PRESIDENT: George E. Marshall, Davenport, Ia. SECRETARY: H. M. Gage, Huron Co.., Huron, S.D. ANNUAL MEETING: March 17, 1921. PUBLICATIONS: Proceedings of annual meetings. Est. 1895.

NORTHWESTERN EDUCATIONAL FOUNDATION.
PRESIDENT: H. C. Henry. SECRETARY: S. B. L. Penrose, Walla Walla, Wash. ANNUAL MEETING: July each year, Seattle, Wash.

PARENTS LEAGUE OF NEW YORK CITY.
PRESIDENT: Mrs. John H. Hammond. SECRETARY: Dave H. Morris, 19 East 70th St., New York City.

PATRIOTIC EDUCATION SOCIETY.
PRESIDENT: Henry A. Wise Wood, 25 Madison Ave., New York City.

PLAYGROUND AND RECREATION ASSOC. OF AMERICA.
PRESIDENT: Joseph Lee, 101 Tremont St., Boston, Mass. SECRETARY: Howard S. Braucher, 1 Madison Ave.,

Write Mr. Sargent If You Want It.

New York City. PUBLICATIONS: Monthly magazine *Playground* and pamphlets on recreation subjects.

PRESBYTERIAN EDUCATIONAL ASSOC. OF THE SOUTH.

SECRETARY: Henry H. Sweets, 410 Urban Bldg., Louisville, Ky. ANNUAL MEETING: July, 1920, Montreat, N.C. PUBLICATIONS: Annual Proceedings.

PUGET SOUND ENGLISH TEACHERS' COUNCIL.

PRESIDENT: Frederick M. Padelford, Univ. of Washington, Seattle, Wash. SECRETARY: Edna E. Bowman, Everett High School, Everett, Wash. ANNUAL MEETING: Fall and spring, Seattle, Wash.

RELIGIOUS EDUCATION ASSOCIATION.

PRESIDENT: Arthur C. McGiffert. SECRETARY: Henry F. Cope, 1440 E. 57th St., Chicago, Ill. PUBLICATIONS: Religious Education. Est. 1903.

SCHOOL NEWSPAPER FEDERATION.

PRESIDENT: F. A. O. Schwarz. SECRETARY: Care of Pawling School, Pawling, N.Y.

THE SCHOOLMASTERS' ASSOCIATION OF NEW YORK.

PRESIDENT: H. R. Hayward. SECRETARY: Lloyd Johnson, Adelphi Academy, Brooklyn, N.Y. ANNUAL MEETING: April, 1921. PUBLICATIONS: Minutes published annually. Est. 1887.

SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION.

PRESIDENT: Arthur M. Greene, Jr., Renssalaer Polytechnic Inst., Troy, N.Y. SECRETARY: F. L. Bishop, Univ. of Pittsburgh, Pittsburgh, Pa.

SOUTHERN ASSOCIATION OF COLLEGE WOMEN.

PRESIDENT: Mary Leal Harkness. SECRETARY: Mrs. Charles Spencer, Edgewood, Birmingham, Ala. BIENNIAL MEETING: 1921. PUBLICATIONS: Proceedings and statistical pamphlets. Est. 1903.

SOUTHERN COMMISSION ON ACCREDITED SCHOOLS.

PRESIDENT: L. L. Friend, Charleston, W.Va. SECRETARY: Harry Clark, Univ. of Tennessee, Nashville. ANNUAL MEETING: November, 1920, Nashville.

VOCATIONAL GUIDANCE ASSOC. OF THE U.S.

PRESIDENT: John M. Brewer, Harvard Univ., Cambridge, Mass. SECRETARY: Russell Allen, 261 Broadway, New York City.

WOODCRAFT LEAGUE OF AMERICA.

PRESIDENT: Ernest Thompson Seton, 13 West 29th St., New York City. SECRETARY: Philip D. Fagans, 13 West 29th St. ANNUAL MEETING: May, 1921.

EDUCATIONAL FOUNDATIONS

BUREAU OF EDUCATIONAL EXPERIMENTS.
SECRETARY: Jean Lee Hunt, 16 West 8th St., New York City. CHAIRMAN: Lucy Sprague Mitchell.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.
PRESIDENT: Henry S. Pritchett, 576 Fifth Ave., N.Y.C. SECRETARY: Clyde Furst, 576 Fifth Ave., N.Y.C.

COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES OF AMERICA.
PRESIDENT: Frank M. Sheldon, 14 Beacon St., Boston, Mass. SECRETARY: Robert L. Kelly, 894 Broadway, New York City.

CONGREGATIONAL EDUCATION SOCIETY.
PRESIDENT: Charles R. Brown, Yale Univ., New Haven, Conn. SECRETARY: Frank M. Sheldon, 14 Beacon St., Boston, Mass.

FAIRHOPE EDUCATIONAL FOUNDATION.
DIRECTOR: Edwin S. Potter, 18 East 41st St., N.Y.C.

GENERAL EDUCATION BOARD.
PRESIDENT: Wallace Butterick, 61 Broadway, N.Y.C. SECRETARY: Abraham Flexner, 61 Broadway, N.Y.C.

INSTITUTE FOR PUBLIC SERVICE.
DIRECTOR: William H. Allen, 51 Chambers St., N.Y.C.

NATIONAL RESEARCH COUNCIL.
1201 16th St., Washington, District of Columbia.

NORTHWESTERN EDUCATIONAL FOUNDATION.
PRESIDENT: H. C. Henry. SECRETARY: S. B. L. Penrose. Walla Walla, Washington.

PROTESTANT EPISCOPAL CHURCH, GENERAL BOARD OF RELIGIOUS EDUCATION.
PRESIDENT: Daniel S. Tuttle, 74 Vandeventer Place, St. Louis, Mo. SECRETARY: William E. Gardner, 289 Fourth Ave., New York City.

ROCKEFELLER FOUNDATION.
PRESIDENT: George E. Vincent. SECRETARY: Edwin R. Embree, 61 Broadway, New York City.

RUSSELL SAGE FOUNDATION.
PRESIDENT: Robert W. de Forest, 30 Broad St., New York City. SECRETARY: John M. Glenn, 130 E. 22d St., New York City.

Write Mr. Sargent If You Want It.

YEAR BOOKS

AMERICAN BAPTIST YEAR BOOK.
American Baptist Publication Society, Philadelphia, Pa.

AMERICAN YEAR BOOK.
D. Appleton & Co., 35 West 32d St., New York City.

BAIRD'S MANUAL OF AMER. COLLEGE FRATERNITIES.
James T. Brown, 363 West 20th St., New York City.

BROOKLYN "DAILY EAGLE" ALMANAC.
Brooklyn "Daily Eagle," Eagle Bldg., Brooklyn, N.Y.

CANADIAN ALMANAC.
Copp Clark Co., Ltd., Toronto, Ontario, Canada.

ANNUAL REPORT COLLEGE ENTRANCE EXAM. BOARD.
Thomas S. Fiske, Sec., 431 West 117th St., New York City.

GIRLS' SCHOOLS YEAR BOOK (PUBLIC SCHOOLS).
Year Book Press, 31 Museum St., London, W.C., England.

LUTHERAN CHURCH YEAR BOOK.
United Lutheran Publication House, Philadelphia, Pa.

METHODIST YEAR BOOK.
Methodist Book Concern, 150 Fifth Ave., New York City.

NEW INTERNATIONAL YEAR BOOK.
Dodd, Mead & Co., 449 Fourth Ave., New York City.

NEW YORK "WORLD" ALMANAC.
New York "World," Pulitzer Bldg., New York City.

OFFICIAL CATHOLIC DIRECTORY.
P. J. Kenedy & Sons, 44 Barclay St., New York City.

PATON'S LIST OF SCHOOLS AND TUTORS.
J. & J. Paton, 143 Cannon St., London, E.C., England.

PUBLIC SCHOOLS YEAR BOOK.
Year Book Press, 31 Museum St., London, W.C., England.

SCHOOLMASTERS' YEAR BOOK AND EDUCATIONAL DIRECTORY.
Year Book Press, 31 Museum St., London, W.C., England.

STATESMAN'S YEAR BOOK.
Macmillan Co., 64 Fifth Ave., New York City.

WHITAKER'S ALMANAC.
12 Warwick Lane, Paternoster Row, London, England.

YEAR BOOK OF THE CHURCHES.
Fleming H. Revell Co., 158 Fifth Ave., New York City.

Y.M.C.A. YEAR BOOK.
Association Press, 347 Madison Ave., New York City.

Y.W.C.A. YEAR BOOK.
National Board of the Y.W.C.A., 600 Lexington Ave., New York City.

EDUCATIONAL PERIODICALS

THE AMERICAN CHILD (quarterly).
National Child Labor Committee, 105 E. 22d St., N.Y.C.
Ed. by Owen R. Lovejoy. $2.00.
Discussion by experts on education, child labor, delinquency, recreation and laws affecting children.

AMERICAN EDUCATION (monthly, except July and August)
New York Education Co., 50 State St., Albany, New York.
Est. 1897. Ed. by H. M. Pollock and C. W. Blessing. 64 pp. $1.25 per year.
A monthly magazine for the Progressive Teacher, Principal, Superintendent, presenting the Latest and Best Thought in Educational Theory and Practice.

AMERICAN HISTORICAL REVIEW (quarterly).
The Macmillan Co., 41 North Queen St., Lancaster, Pa.
Est. 1894. Ed. by J. Franklin Jameson. 200 pp. $4.00.

AMERICAN JOURNAL OF PSYCHOLOGY (quarterly).
Worcester, Massachusetts.
Est. 1887. Ed. by G. Stanley Hall. $5.00 per year.

AMERICAN JOURNAL OF SCHOOL HYGIENE (quarterly).
Worcester, Massachusetts.
Est. 1916. Ed. by Lawrence A. Averill. 54 pp. $2.00.
A quarterly publication devoted to the interests of educational hygiene in the public schools of the United States.

AMERICAN OPEN-AIR SCHOOL JOURNAL (monthly).
Philadelphia, Pennsylvania.
Est. 1914. Ed. by Walter W. Roach, M.D. 16 pp. $1.00 per year. Circulation: 16,000.
Devoted to the purpose of vitalizing school children by means of fresh air class rooms and Open Air Schools.

AMERICAN PHYSICAL EDUCATION REVIEW (monthly).
Am. Phys. Ed. Asso., 93 Westford Ave., Springfield, Mass.
Est. 1896. Ed. by James H. McCurdy, M.D. 66 pp. $3.00 per year. Circulation: 1600.

THE AMERICAN SCHOOL (monthly).
Box 422, Milwaukee, Wis. Carroll G. Pearse, Editor.
$1.50 per year.
A journal for those who Organize, Administer and Supervise American Education.

AMERICAN SCHOOL BOARD JOURNAL (monthly).
354 Milwaukee St., Milwaukee, Wisconsin.

Write Mr. Sargent If You Want It.

AMERICAN SCHOOLMASTER (monthly, exc. July and Aug.).
State Normal College, Ypsilanti, Michigan.
Est. 1908. 64 pp. $1.00 per year.

AMERICAN TEACHER (monthly, except July and Aug.).
70 Fifth Ave., New York City.
Ed. by Dr. Henry R. Linville. Official organ American Federation of Teachers. Affiliated with American Federation of Labor. $1.00 per year.

CATHOLIC EDUCATIONAL REVIEW (monthly, exc. July and August).
The Catholic Education Press, Brookland, D.C.
Ed. by Thomas E. Shields. 95 pp. $3.00 per year.

THE CATHOLIC SCHOOL JOURNAL (monthly, exc. July and August).
Desmond Publishing Co., 445 Milwaukee St., Milwaukee, Wisconsin. Est. 1901. 56 pp. $2.00 per year. Circulation: 11,700.
For Teachers, Clergy and Institutional Officials. Highly commended by the Hierarchy and Religious Teachers throughout the United States and Canada. Well edited and illustrated. Contains practical methods, aids, and current school topics for teachers. The only magazine of its kind in America. Reaches those in charge of nearly 2,000,000 pupils, as well as many Public and Private Libraries.

THE CHILD (monthly).
John Bale, Sons and Danielsson, Ltd., 83–91, Great Titchfield St., Oxford St., London, W., England.
Est. 1910. Ed. by T. N. Kelynack. $5.25 (one guinea).
A medico-educational journal devoted to child welfare.

THE CHILD WELFARE ANNUAL.
John Bale, Sons and Danielsson, Ltd., 83–91, Great Titchfield St., Oxford St., London, W., England.
An authoritative guide to Child Betterment Agencies.

CHILD WELFARE MAGAZINE (monthly).
41 North Queen St., Lancaster, Pennsylvania.
Est. 1906. 35 pp. $1.00 per year.

CLASSICAL JOURNAL (mo., except July, Aug. and Sept.).
University of Chicago Press, Chicago, Illinois.
Est. 1905. $2.50 per year.

CLASSICAL REVIEW.
John Murray, Albemarle St., London, W., England.
Ginn & Co., 15 Ashburton Pl., Boston, Massachusetts.
Ed. by Dr. W. H. D. Rouse.

CLASSICAL WEEKLY (weekly). Oct. to May.
Barnard College, New York City.
Est. 1907. Ed. by Prof. Charles Knapp. 8 pp. $2.00.

EDUCATION (monthly, except July and August).
The Palmer Co., 120 Boylston St., Boston, Mass.
Est. 1880. Ed. by Frank Herbert Palmer. 96 pp. $3.00 per year. Circulation: 3000.
"Devoted to the Science, Art, Philosophy and Literature of Education." "The oldest high class educational monthly magazine published in the United States."
Articles are strictly original contributions by ablest educators. American and Foreign Editorial Notes, Book Reviews, etc. Its circulation is national.

EDUCATIONAL ADMINISTRATION AND SUPERVISION.
Warwick & York, 10 E. Centre St., Baltimore, Md.
Est. 1915. 85 pp. $2.50 per year.

EDUCATIONAL FILM MAGAZINE (monthly).
33 W. 42d St., New York City.
Ed. by Dolph Eastman. 34 pp. $1.00 per year.
The National Authority covering educational, scientific, agricultural, literary, historical, juvenile, governmental, religious, travel, scenic, social welfare, industrial, topical and news motion pictures.

EDUCATIONAL FOUNDATIONS (monthly, exc. July and August).
Educational Magazine Pub. Co., 23 Flatbush Ave., Brooklyn, New York.
Est. 1888. Ed. by W. C. O'Donnell, Matthew P. Andrews and Henry Sterling Chapin. 64 pp. $2.00.
For Educators and Everybody Interested in Education. Steadily growing in favor.
The magazine that put the Model-Store-Keeping Method of Instruction into the schools; inaugurated the Americans' Creed Contest for which the city of Baltimore offered a prize of $1000, the resulting Creed having been accepted for the People of the United States—see *Congressional Record*, April 13, 1918; organized the Vocational Guidance Dept., organized the School Board Members Association, Inc., and has rendered other valuable services to the cause of educational progress.

EDUCATIONAL REVIEW (monthly, except July and August).
George H. Doran Co., 244 Madison Ave., N. Y. City.
Est. 1891. Ed. by Frank Pierrepont Graves. 108 pp. $3.00 per year. Circulation: 3000.
Each issue of the *Educational Review* contains a care-

fully selected list of from six to eight articles by leading authorities on topics of current interest throughout the world, relating to University, Secondary and Elementary School Work. Following these are several discussions on live educational topics. Next are found signed and authoritative book reviews and short notes on the most recent textbooks. The last department, under the heading of Notes and News, is devoted to timely comment on all matters of vital educational interest.

The school, university or library which possesses a complete file of the *Educational Review*, together with its two index volumes, is in possession of the best possible encyclopedia of education.

EDUCATOR–JOURNAL (monthly).

403 Newton Claypool Bldg., Indianapolis, Indiana.

Est. 1900. Ed. by L. N. Hines. M. P. Helm, Managing Editor. 67 pp.

ELEMENTARY SCHOOL JOURNAL (monthly, except July and August).

University of Chicago Press, Chicago, Illinois.

Est. 1900. Ed. by Faculty of the School of Education, University of Chicago. $1.50 per year.

ENGLISH JOURNAL (monthly, except July and August).

506 W. 69th St., Chicago, Illinois.

Est. 1912. Ed. by James Fleming Hosic. 80 pp. $2.50 per year. Circulation: 4500.

Official organ of the National Council of Teachers of English. A clearing house for about fifty associations of teachers of English.

GENERAL SCIENCE QUARTERLY.

Salem, Massachusetts.

$1.25. Devoted to science in the Junior High School.

THE HIGH SCHOOL JOURNAL (monthly).

Published by the School of Education.

The University of North Carolina, Chapel Hill, North Carolina. October to May—$1.00. N. W. Walker, Editor.

HIGH SCHOOL QUARTERLY.

Athens, Georgia.

Est. 1912. Ed. by Joseph S. Stewart. 75 pp. $1.00.

Organ of Southern Commission on Accredited Schools and National High School Inspectors' Association.

HISTORICAL OUTLOOK (mo., except July, Aug., Sept.).

McKinley Pub. Co., 1619 Ranstead St., Phila., Pa.

Est. 1909. $2.00 per year. Circulation: 5500.

INTER-MOUNTAIN EDUCATOR (monthly, except July and August).
Missoula, Montana.
Official Organ Montana State Teachers Assoc. Ed. by Morton J. Elrod. $1.00.

JOURNAL OF APPLIED PSYCHOLOGY (quarterly).
Worcester, Massachusetts.
94 pp. $4.00 per year.

JOURNAL OF EDUCATION (weekly).
New England Publishing Co., 6 Beacon St., Boston, Mass.
Est. 1875. Ed. by A. E. Winship. 28 pp. $3.00 per year.
"The only national educational weekly published in this country." "New England and National." Articles on a wide variety of educational subjects. The Week in Review, Book Table, Educational News, etc. "The Paper that keeps you posted."

THE JOURNAL OF EDUCATION AND SCHOOL WORLD.
William Rice, 3 Ludgate, Broadway, London, E.C., 4, England. Monthly.
Est. 1869. 70 pp. 9 shillings and sixpence per year.

JOURNAL OF EDUCATIONAL PSYCHOLOGY.
Warwick & York, Baltimore, Maryland.
Est. 1910. Ed. by W. C. Bagley, J. C. Bell, Guy M. Whipple, C. E. Seashore. 64 pp. $3.00 per year.

JOURNAL OF EDUCATIONAL RESEARCH.
Public School Publishing Co., Bloomington, Illinois.
Est. 1920. Ed. by B. R. Buckingham. 80 pp.

JOURNAL OF EXPERIMENTAL PSYCHOLOGY.
Psychological Review Co., Princeton, New Jersey.
Est. 1915. Ed. by John B. Watson. $3.25 per year.

JOURNAL OF GEOGRAPHY (monthly, except June, July and August).
A. J. Nystrom & Co., 2249 Calumet Ave., Chicago, Ill.
Official Organ National Council of Geography Teachers. Ed. by George J. Miller, State Normal School, Mankato, Minn. $1.50 per year to members. Others $2.00.

JOURNAL OF HOME ECONOMICS (monthly).
Amer. Home Economics Assoc., 1211 Cathedral St., Baltimore, Md.
Est. 1909. Ed. by Mrs. Alice P. Norton. 48 pp. $2.00.

JOURNAL OF PHILOSOPHY, PSYCHOLOGY AND SCIENTIFIC METHODS (fortnightly).
Sub-station 84, New York City.

Write Mr. Sargent If You Want It.

Est. 1904. Ed. by F. J. E. Woodbridge and Wendell T. Bush. $4.00 per year.

KINDERGARTEN AND FIRST GRADE.
Milton Bradley Co., Springfield, Massachusetts.
Ed. by May Murray. $2.00 per year.

THE LONDON TIMES EDUCATIONAL SUPPLEMENT (weekly), 13s. abroad.
Printing House Square, London, E.C., 4, England.
A complete educational Newspaper and Review.

MANUAL TRAINING MAGAZINE.
The Manual Arts Press, Peoria, Illinois.
Est. 1899. Ed. by Chas. A. Bennett. $1.50 per year.

MATHEMATICS TEACHER (quarterly).
Association of Teachers of Mathematics in the Middle States and Maryland, publishers, Syracuse, New York.
Est. 1906. Ed. by W. H. Metzler. $1.00 per year.

MENTAL HYGIENE (quarterly).
National Committee for Mental Hygiene, Inc., 50 Union Square, New York City. 250 pp. $2.00 per year.

MIND AND BODY (ten months per year).
New Ulm, Minnesota.
Est. 1894. Ed. by William A. Stecher. $1.50 per year
An exponent of rational physical education.

THE MODERN LANGUAGE JOURNAL (monthly). $1.50.
Hunter College, 68th St. and Park Ave., New York City.

THE MODERN SCHOOL (monthly).
The Modern School Association of N.A., Ferrer Colony, Stelton, New Jersey.
Est. 1914. Ed. by Carl Zigrosser. 32 pp. $1.00 per year. Devoted to Libertarian Ideas in Education.

NATIONAL SCHOOL BUILDING JOURNAL.
527 Minnesota St., St. Paul, Minnesota.
Ed. by R. J. Bradley.

NATIONAL SCHOOL DIGEST (monthly).
School Educ. Pub. Co., 1405 Univ. Ave., S. E., Minneapolis, Minnesota.
Est. 1897. Ed. by Frank A. Weld. 64 pp. $1.75.

THE NATURE STUDY REVIEW.
The Comstock Publishing Co., Ithaca, New York.
Ed. by Anna Botsford Comstock. $1.00 per year.
Devoted to Nature Study and Elementary Science.

THE OHIO EDUCATIONAL MONTHLY.
55 East Main St., Columbus, Ohio.
Est. 1851. O. T. Corson, Ed. and Prop. $1.25 per year

PEDAGOGICAL SEMINARY (quarterly).
Florence Chandler, publisher, Worcester, Mass.
Est. 1891. Ed. by G. Stanley Hall and Wm. H. Burnham. 155 pp. $5.00 per year.
An international record of educational literature, institutions and progress. A volume contains about 600 pages.

THE PLAYGROUND (monthly).
1 Madison Ave., New York City.
Official organ of the Playground and Recreation Association of America and Community Service, Inc. $2.00.

POPULAR EDUCATOR.
Educational Publishing Co., 50 Bromfield St., Boston, Mass.
A magazine for Grammar Grade Teachers. $2.00 per year.

PRIMARY EDUCATION.
Educational Publishing Co., 50 Bromfield St., Boston, Mass.
A magazine for Primary Grade Teachers. $2.00 per year.

THE PSYCHOANALYTIC REVIEW (quarterly).
3617 10th St., N.W., Washington, D.C.
Est. 1916. Ed. by William A. White, M.D., and Smith Ely Jelliffe, M.D. $6.00 per year.
Devoted to an understanding of human conduct.

THE PSYCHOLOGICAL BULLETIN (monthly).
Princeton, New Jersey.
Est. 1904. Ed. by Shepherd Ivory Franz. $3.25.

THE PSYCHOLOGICAL CLINIC.
1907 Woodland Ave. and 36th St., Philadelphia, Pa.
Est. 1907. Ed. by Lightner Witmer, Ph.D. $2.50.
A journal of orthogenics for normal development.

RELIGIOUS EDUCATION.
Religious Edu. Assoc., 1440 E. 57th St., Chicago, Illinois.
Est. 1903. Ed. by Henry F. Cope. 100 pp. $3.00.

SCHOOL (weekly).
The School News Co., 156 Fifth Ave., New York City.
Est. 1889. Ed. by H. S. Fuller and C. E. Hamlin. 12 pp. $2.00. Circulation: 30,000.

SCHOOL AND HOME (monthly). Twelve issues a year.
School and Home Publishing Co., Atlanta, Ga.
Est. 1908. Circulates in every County in the seven Southeastern States. $1.00 per year.

SCHOOL AND HOME EDUCATION (mo. exc. Jy. and Aug.).
Public School Publishing Co., Bloomington, Ill.
Est. 1886. Ed. by William C. Bagley. 45 pp. $2.00.

Write Mr. Sargent If You Want It.

SCHOOL AND SOCIETY (weekly).
The Science Press, Garrison, N.Y., and Lancaster, Pa.
Est. 1915. Ed. by J. McKeen Cattell. 36 pp. $3.00.
Emphasizes relations of education to the social order, scientific research in education and its applications and reports and news of events of educational interest.

SCHOOL ARTS MAGAZINE (monthly, except July and Aug.).
The Davis Press, 25 Foster St., Worcester, Mass.
Est. 1900. Ed. by Pedro J. Lemos. $3.00 per year.

SCHOOL BULLETIN AND N.Y. EDUCATIONAL JOURNAL.
C. W. Bardeen; 311 East Washington St., Syracuse, N.Y.
Est. 1874. Ed. by C. W. Bardeen. 24 pp. $1.00.
One of the three oldest educational journals in America. Under same management since the beginning.

SCHOOL LIFE (bi-monthly).
Dept. of the Interior, Bu. of Education, Washington, D.C.

SCHOOL PROGRESS (monthly).
School Progress League, Inc., 612–14 Chestnut St., Philadelphia, Pennsylvania. Circulation: 20,000.
Est. 1909. Ed. by E. M. Robillard. $1.50 per year.

THE SCHOOL REVIEW (monthly, except July and August).
University of Chicago Press, Chicago, Illinois.
Est. 1893. Ed. by R. L. Lyman. 80 pp. $1.50 per year.

SCHOOL SCIENCE AND MATHEMATICS (monthly).
Smith & Turton, Mount Morris, Ill., and Chicago, Ill.
Est. 1900. Ed. by Charles H. Smith. 100 pp. $2.50.
The only magazine devoted exclusively to the pedagogy and practice of science and mathematics teaching. Eight Departments: Agriculture, Botany, Chemistry, Earth Science, Mathematics, Problems, Physics, Zoology.

SIERRA EDUCATIONAL NEWS.
Flood Building, San Francisco, California.
Ed. by Arthur Henry Chamberlain.

TEACHERS COLLEGE RECORD (monthly).
525 West 125th St., New York City.
Ed. by James R. Russell. 111 pp. $1.50 per year.

VISUAL EDUCATION JOURNAL.
Society for Visual Education, Inc., 327 South La Salle St., Chicago, Illinois. Ed. by N. L. Greene.

THE VOLTA REVIEW: THE LIP-READERS' MAGAZINE.
The Volta Bureau, 1601 35th St., N.W., Washington, D.C.
Published in the interests of better speech. $2.00.

THE WISCONSIN JOURNAL OF EDUCATION (monthly).
The Parker Co., Madison, Wisconsin.
Est. 1856. Ed. by Willard N. Parker. 40 pp. $1.50.

MAGAZINES AND PERIODICALS

Of Especial Interest to Educators

AMERICAN ART NEWS. $3.00.
American Art News Co., Inc., 15 E. 40th St., N.Y. City.
The only periodical in the United States published weekly during the art season, exclusively in the interests of art.

THE AMERICAN BOTANIST (quarterly). $1.50.
Willard N. Clute & Co., Joliet, Illinois.
The only magazine of economic and ecological botany in America. Much space is also devoted to the folklore of plants and the cultivation of our native wild flowers.

AMERICAN FORESTRY (monthly). $3.00.
American Forestry Asso., 1410 H St. N.W., Wash., D.C.
Handsomely printed and fully illustrated, it is the only National magazine devoted to trees and forests, their care and use, and to the conservation of birds and flowers. Ed. by Percival Sheldon Ridsdale.

THE AMERICAN JOURNAL OF SOCIOLOGY (bi-monthly).
The Univ. of Chicago Press, Chicago, Ill.
$2.00. Est. 1895.

THE AMERICAN MAGAZINE OF ART (monthly). $2.50.
The American Federation of Arts, Washington, D.C.
Of great educational value. The best writers and finest illustrations. Full of information. Authoritative articles, news notes, bulletins of exhibitions, book reviews.

ART AND ARCHÆOLOGY (monthly). $4.00.
The Octagon, Washington, D.C.
"The Arts Throughout the Ages." Ed. by William H. Holmes. Mitchell Carroll, Editor and Director.

ASIA, the American Magazine on the Orient. $3.50.
627 Lexington Ave., New York City.
Indispensable in schools for history and geography classes. Discusses and illustrates the Orient in pen and picture, its life, customs, history, tradition and literature. "*Asia* is certainly the most beautiful and attractive of many periodicals that come into my house." (Signed) Albert Bushnell Hart.

THE ATHENÆUM.
170 Fleet St., London, E.C. 4, England.
Since its foundation in 1828 it has been regarded as

the most scholarly of the Critical Journals. Besides original work, it contains reviews of all important English publications.

ATLANTIC MONTHLY. $4.00.

The Atlantic Monthly Co., 8 Arlington St., Boston.

Notable and important articles on essential educational themes alone make the *Atlantic* indispensable to all progressive educators. "The *Atlantic* in the class room makes the hour lighter and more interesting to me. It immediately helps the students by giving them live things to think about, fresh points of view and an abundance of matter for themes."—Professor Dallas Lore Sharp, Boston University. Write for special class room rates.

BIRD-LORE (bi-monthly).

D. Appleton & Co., 35 W. 32d St., New York City.

A magazine published in the interests of bird protection and bird lovers. It is the official organ of the Audubon Societies and is of interest to the beginner as well as to the adept. Each number contains a handsome color plate of our own birds in addition to many other illustrations and interesting reading matter. Founded in 1899. Ed. by Frank M. Chapman. $1.50.

BLUE BIRD MAGAZINE (monthly).

1010 Euclid Ave., Cleveland, Ohio.

Published in cooperation with the Cleveland Bird Lovers' Association and devoted to the Study and Preservation of Our Wild Birds. $2.00 per year. 20 cents single copy.

THE BOOKMAN (monthly).

244 Madison Ave., New York City.

George H. Doran Co., publishers. $4.00.

THE BURLINGTON MAGAZINE of London. $9.00.

James B. Townsend, American Agent, 15 E. 40th St., New York City.

The world's highest grade illustrated monthly publication for connoisseurs, collectors and art lovers.

THE CENTURY (monthly). $4.00.

353 Fourth Ave., New York City.

For fifty years the forum for fiction of the highest literary merit and authoritative discussions of art, travel and science. Notable articles on international affairs.

CONTEMPORARY REVIEW.
10 Adelphi Terrace, London, W.C.2, England.
Subscription rates are £2 5s. per year, post free.

CURRENT HISTORY MAGAZINE (monthly). $4.00 per year.
Published by the New York Times Co., Times Sq., N.Y.C.
The facilities of the *New York Times* at the world's chief capitals are at *Current History's* command in procuring information, thus enabling it to publish accurate digests of worth-while world affairs of all nations, covering the history of the month preceding. Everything it contains is authoritative, derived from fundamental sources, and is presented without editorial comment. The writings of the most renowned publicists, the most eminent authors and the greatest statesmen of the world appear. It is used as a textbook in leading universities, seminaries and schools. Write for special classroom rates.

CURRENT OPINION (monthly). $3.00.
65 W. 36th St., New York City.
Illustrated review of the world's events. Vital, timely, impartial. "All the periodicals in one."

THE DIAL (monthly).
152 W. 13th St., New York City.
Editors: Schofield Thayer, Stewart Mitchell and Gilbert Seldes. $4.00.

DISCOVERY (monthly).
50a Albemarle St., London, W.1, England.
A popular journal of knowledge for thinking men and women—for the intelligently curious who wish to hear at first hand of what the experts have done or are doing, both in the sciences and the humanities. $1.50 per year. Single copies 15 cents.

LA FRANCE (monthly).
220 West 42d St., New York City.
The best of French art, life, politics, economics and literature. Beautifully illustrated English text, with enough French for class room use. $3.00 per year.

THE GEOGRAPHICAL REVIEW (monthly). $5.00.
Published by the American Geographical Society, Broadway at 156th St., New York City.
The leading magazine of scientific geography in America. Well illustrated with original maps and photographs.

GOOD HEALTH (monthly).
Good Health Publishing Co., Battle Creek, Michigan.
Est. 1866. Ed. by John Harvey Kellogg, M.D., $2.50.

The oldest health magazine in the world. A journal of up-to-date medical progress and health teaching.

THE GUIDE TO NATURE (monthly).

Published by The Agassiz Association, Inc., ArcAdiA. Sound Beach, Conn. Edited by Edward F. Bigelow.

An illustrated magazine devoted to Commonplace Nature with Uncommon Interest.

INTERNATIONAL JOURNAL OF ETHICS (quarterly).

James H. Tufts, Univ. of Chicago, Chicago, Illinois.

Deals not only with Ethics, but with those border fields of public morality, politics, economics and letters in which the moral problems of the day are found. $3.00.

THE INTERNATIONAL STUDIO (monthly). $5.00.

John Lane Company, 120 West 32d St., New York City.

Art, Architecture, Decoration. For twenty-three years the leading art periodical of this country. Profusely illustrated in color and halftone.

JOURNAL OF HEREDITY (monthly).

American Genetic Association, Box 472, 11th St. Sta., Washington, D.C.

Devoted to promoting a knowledge of the laws of heredity and their application to plants, animals and human racial stocks. Highly illustrated with original photographs. Its articles are the latest thought on the great questions of inheritance discussed by the most careful research workers the world over. $3.00.

THE LIBRARY JOURNAL (twice a month). $5.00. Special reduced rate to small libraries with limited income.

R. R. Bowker Company, 62 West 45th St., N.Y. City.

LITERARY DIGEST (weekly). $4.00. Single copies 10 cents.

354 Fourth Ave., New York City.

LITTLE REVIEW (monthly).

27 West Eighth St., New York City.

A Magazine of the Arts and Review of Modern Arts and Letters. $2.50 per year. Single copies 25 cents.

THE LIVING AGE (weekly). $6.00.

(Now under the management of the *Atlantic Monthly*.)

8 Arlington St., Boston, Massachusetts.

Reprints without abridgment the best articles on international affairs, science, literature, etc., from the leading English and Continental periodicals and reviews.

LE LIVRE CONTEMPORAIN.

Schoenhof Book Co., 15 Beacon St., Boston 9, Mass.

Devoted to French Literature.

THE LONDON NATION (weekly). $8.00.
10 Adelphi Terrace, London, England.
An authoritative record and interpretation of this mighty epoch. The most vigorous of the weekly critical journals.

THE MONIST (quarterly). $3.00. Single copies 85 cents.
The Open Court Publishing Co., 122 South Michigan Ave., Chicago, Illinois.
Devoted to the Philosophy of Science.

THE NATION (weekly). $5.00.
20 Vesey St., New York City.
An independent, liberal weekly, particularly well adapted for use in classes in Modern History, Economics and Literature. It presents many facts of national and international importance that are never published in any other American periodical, while continuing to hold its long established place as a literary production of the highest standard. A special International Relations section, carrying original documents and reprints of the foreign press, is published each week. Five special book numbers appear during the year and considerable space is devoted at all times to articles dealing with educational matters.

NATIONAL GEOGRAPHIC MAGAZINE (monthly). $4.00.
National Geographic Society, Washington, D.C.
Profuse illustrations and popular text satisfy universal yearning for travel and interest in peoples, customs, products and natural wonders.

NATURAL HISTORY (monthly).
American Museum of Natural History, 77th St., New York City.
Journal of the American Museum of Natural History. Devoted to Natural History, Exploration and the Development of Public Education through the Museum. Ed. by Mary Cynthia Dickerson. $2.00 per year.

THE NEW REPUBLIC (weekly). $4.00.
421 West 21st St., New York City.
A journal of opinion. Herbert Hoover calls it "the best balanced organ of liberal opinion in America today." Indispensable to progressive educators who would keep abreast of political events both National and International. Educational articles of prime importance. Used as a text in many schools and colleges, in English, Current Events, Economics, International Law, etc. Frequent educational articles by leading educators.

NORTH AMERICAN REVIEW (monthly). $4.00.
9 East 37th St., New York City.
Articles on timely topics—politics, science, literature, religion, finance, etc.

THE OPEN COURT (monthly). $2.00. Single copies, 20 cts.
The Open Court Publishing Co., 122 South Michigan Ave., Chicago, Illinois.
Higher criticism, religion and science.

THE OPEN ROAD (monthly).
The Torbell Co., 248 Boylston St., Boston, Mass.
Designed especially to bridge the gap between juvenile and adult publications and to interest the young man between the approximate ages of sixteen and twenty-two. The articles and departments are stimulating and instructive. The contributors are men of established reputation. A high literary quality is maintained throughout, making *The Open Road* of exceptional value for class room use. $3.00 per year. See page 850.

POPULAR ASTRONOMY (monthly, except July and Sept.).
Goodsell Observatory of Carleton College, Northfield, Minnesota.
A Review of Astronomy and Allied Sciences. Ed. by Herbert C. Wilson. $4.00 per year.

POPULAR SCIENCE MONTHLY.
225 West 39th St., New York City.
A profusely illustrated magazine covering the latest discoveries in science, the newest improvements and inventions in automobiles, airplanes, engineering, wireless and all branches of mechanics. All this is presented in a popular way to grip the attention of the reader by the use of the best pictures and simple plain English. Service Sheets classifying by subjects the material in each issue are sent free to teachers of science and manual arts. Used in thousands of schools. $3.00. Single copies 25 cents.

PUBLIC LIBRARIES (monthly, except August and Sept.).
Library Bureau, 6 North Michigan Ave., Chicago, Ill.
A Periodical for Public and School Libraries. $2.00.

THE PUBLISHERS' WEEKLY. $6.00. Single copies, 15 cts.
R. R. Bowker Co., 62 West 45th St., New York City.
"Weekly Record" of new books, with annotations, including school textbooks. "Educational Number" with complete school book list, separate 75 cents.

REVIEW OF REVIEWS (monthly). $4.00.
30 Irving Place, New York City.

THE REVIEW (weekly).
140 Nassau St., New York City.
A journal designed to dispute the teachings of radical revolutionaries and to maintain the established principles of American liberty. It presents articles of sound literary quality given over to discussions of politics; of economic and social tendencies; of literature, science and the arts. It has a special department devoted to a consideration of broad educational subjects. $5.00.

ST. NICHOLAS (monthly). $4.00.
353 Fourth Ave., New York City.
Used as a textbook in many schools because it teaches history, science, art and nature interestingly and fosters good citizenship through "Current Events" and "Patriotic Work" departments.

SCIENCE (weekly). $5.00.
The Science Press, Garrison, N.Y., and Lancaster, Pa.

THE SCIENTIFIC AMERICAN (weekly). $5.00.
Munn & Co., Inc., 233 Broadway, New York City.

THE SCIENTIFIC MONTHLY. $3.00.
The Science Press, Garrison, New York.

THE SEARCHLIGHT (monthly). $2.00.
Published by National Voters League, Woodward Bldg., Washington, D.C. Lynn Haines and Henry Raymond Mussey, editors.

THE SURVEY (weekly). $5.00.
112 East 19th St., New York City.
More than two thousand school and college students use the *Survey* as required or supplementary reading for its unique material in the field of social service and industrial relations. Special departments, each in charge of an expert experienced editor on Civics, Health, Social Agencies, Family Welfare, Child Welfare, Industry, Social Education. Special student rates on application.

THE YALE REVIEW (quarterly). $3.00.
New Haven, Connecticut.
A new and high-grade American review, edited by Wilbur L. Cross, author of a "History of Henry Fielding," Miss Helen McAffee and Edward Bliss Reed, on the models of the standard British and Continental reviews.

THE YOUTH'S COMPANION (weekly). $2.50.
Perry Mason Co., 881 Commonwealth Ave., Boston.

Write Mr. Sargent If You Want It.

SCHOOL ADVERTISING MEDIUMS

Publicity to Schools and Information to Parents

AMERICAN SCHOOLS' ASSOCIATION, INC., 14th year.
Times Bldg., Times Square, New York City.
Masonic Temple, Chicago, Illinois.

School Publicity. Association enrolled an average of nine students for each member school last year. One school writes (name on request): "To schools desiring to enroll students of the better class we have for nine years recommended you." For registration terms apply nearest office. **See page 603.**

ATLANTIC MONTHLY.
The Atlantic Monthly Co., 8 Arlington St., Boston, Mass.
Educational Bureau, Clara G. Barstow. Advertising and Sales Manager, N. J. Peabody.

School Adv., $1.20 per line. Discounts: three times, 5%; six times, 10%; twelve times, 15%. The *Atlantic Monthly* goes to the homes of intellectual and cultured families from which the best schools are glad to recruit their pupils.

BOSTON EVENING TRANSCRIPT (daily). Circulation: Sat. 59,076; Wed. 41,769.
324 Washington St., Boston 8, Massachusetts.

Ninety years ago (July 24, 1830) marked the beginning of three generations of supremacy in the field of educational advertising.

Cost of Adv. space per inch: $2.10 each insertion, for three or more times a week. Total number agate lines "Educational" advertising during calendar year, 1919: 143,057—more than any other New England newspaper.

Publishes daily columns of "School and College" news, which are very widely read. Camp advertising runs heavy in season and produces good results.

THE BOSTON HERALD. Circulation over 100,000.
171 Tremont St., Boston, Massachusetts.
Educational Department.

Adv. Rate: One insertion, $3.50 per inch; two per week, $2.80 per inch.

The *Sunday Herald* is the recognized School and College Medium of large circulation in New England, and carries more Educational Advertising than any Boston Sunday paper.

Publishes School and College news. Noteworthy for productiveness of its advertising, and tremendous purchasing power of its readers. School and College Information Bureau cooperates thoroughly with Schools.

BROOKLYN DAILY EAGLE.
Brooklyn, New York.
School service featured. Has more readers than any other paper published on Long Island.

CENTURY MAGAZINE (monthly).
353 Fourth Ave., New York City.
School Department.
School Adv. $14.00 per inch, with 5% discount for three insertions; 10% discount for six insertions, and 15% discount for twelve insertions, all used within one year.

CHICAGO DAILY NEWS.
Chicago, Illinois.
Walter Lincoln Colby, Manager Educational Dept.

THE CHURCHMAN (weekly).
381 Fourth Ave., New York City.
Journal of the Protestant Episcopal Church. Maintains a School Service Bureau that has won the confidence of all Episcopalians. School Adv. per inch: $4.20. Substantial time and space discounts.

COLLEGIATE SPECIAL ADVERTISING AGENCY, INC.
503 Fifth Ave., New York City.
We represent all student publications and help advertisers plan sales of merchandise or instruction to students.
See page 604.

THE CONTINENT (weekly). Circulation: 32,000.
156 Fifth Ave., N.Y.C.; 509 S. Wabash Ave., Chicago, Ill.
For over forty years has given exceptional service through its educational bureau. Carries more educational advertising than any other publication of its class. Adv.: per line 30 cents, per inch $4.20; time and space discounts.

COSMOPOLITAN MAGAZINE (monthly).
119 W. 40th St., New York City.
Nearly everybody worth while reads the *Cosmopolitan*. Residential schools invested $115,000 in *Cosmopolitan* advertising in 1919—far more than in any other publication. Rates on application to L. R. Gilbert, Director.

EVERYBODY'S MAGAZINE.
Butterick Bldg., New York City.

GOOD HOUSEKEEPING MAGAZINE (monthly).
119 W. 40th St., New York City.
The School Department. Director, W. A. Miller.

HARPER'S BAZAR. Est. 1867. Monthly circulation limited to families of wealth and social position.

119 W. 40th St., New York City.

Kenneth N. Chambers, Director School Bureau. See School Information Bureaus for unique service to schools.

HARPER'S MAGAZINE (monthly).

Franklin Square, New York City.

The leader in the private school advertising field for over thirty years. School Adv. per inch: $17.50.

THE INDEPENDENT (weekly). Circulation: 80,000.

119 W. 40th St., New York City.

School Adv. per inch: $7.00.

McCLURE'S MAGAZINE (monthly). Circulation: 500,000.

25 W. 44th St., New York City.

A magazine that represents best type of Americanism. Its School and College Dept. furnishes the schools it recommends the most ambitious and worthy type of students. School Adv. per half inch: $10.50.

THE NEW REPUBLIC (weekly). Circulation: 42,000.

421 W. 21st St., New York City.

School Adv. per line: 24½ cents. Quarter Page: $26.25

Carries the announcements of prominent schools and camps in its Educational Directory, published in the first issue of each month.

NEW YORK EVENING POST (daily, except Sunday).

20 Vesey St., New York City.

Educational Bureau, Rear Main Floor in the Evening Post Bldg., where catalogs and detailed information can be obtained.

Cost of Adv. space per agate line: one time, 30 cents; 30 times, 20 cents.

Two features of the *New York Evening Post* that make it of particular value to educators are its Educational Page and the services its School Bureau renders to those seeking information about schools and school facilities.

As an advertising medium to reach the class of people who send their children to private schools, the *New York Evening Post* is recognized as without an equal.

Send for a copy of our Annual Directories of Schools and Camps.

NEW YORK SUN (daily and Sunday). Circulation exceeding 117,000.

150 Nassau St., New York City.

School, College and Camp Bureau. Manager, Charles P. Fearing. School and Camp Adv. Rates: 25 cents per

agate line, one time; 22½ cents per agate line for thirty times.

NEW YORK TRIBUNE.
154 Nassau St., New York City.

THE NORTH AMERICAN (daily and Sunday).
Broad and Chestnut Sts., Philadelphia, Pennsylvania.
Education Bureau, first floor, The North American Building. Centrally located in the heart of the business, financial and hotel section.

THE OPEN ROAD (monthly). $3.00.
The Torbell Co., 248 Boylston St., Boston 17, Mass.
This is a new magazine published especially for older boys and young men. Every month an "Opportunity" article is run and the Vocational Dept. is already performing a service for young men in all parts of the country. Thus it can be definitely stated that a great majority of those who read *The Open Road* form a group most alert and likely to succeed.
While making this direct appeal to the young man, the material throughout the magazine is of such an enjoyable variety that parents, too, become constant and enthusiastic readers.
It can be readily seen that, as an advertising medium for schools and camps *The Open Road* is unexcelled, its circulation being naturally concentrated where such advertising will produce the highest percentage of results.
Turn to **page 850** and read the announcement: What *The Open Road* is doing.

THE PHILADELPHIA RECORD (daily and Sunday).
917 Chestnut St., Philadelphia, Pennsylvania.
Educational Bureau. Manager, William Collar.

THE PUBLIC LEDGER (morning, evening, Sunday).
Broad and Chestnut Sts., Philadelphia, Pennsylvania.
Educational Bureau. Manager, Samuel T. Steen.

REVIEW OF REVIEWS (monthly). Circulation: 200,000.
30 Irving Place, New York City.
School and College Bureau. Adv. Mgr., E. F. Healey. Sch. Adv. per inch: $20.30. Per line: $1.45. Discounts 5 per cent three consecutive insertions, 10 per cent six consecutive insertions, 15 per cent twelve consecutive insertions. The Review of Reviews Educational Directory has been established for 28 years. Its service is unlimited for both readers and schools.

ST. NICHOLAS MAGAZINE (monthly). Circulation: 75,024.
353 Fourth Ave., New York City.

Camp and School Department.

School Adv., $16.00 per inch, with 10 per cent discount for six insertions used in one year; 25 per cent discount for twelve insertions used in one year.

Camp Adv., $10.00 per inch flat.

School and Camp Service Department advises boys and girls and their parents in regard to camps and schools.

VOGUE (semi-monthly). Circulation: 150,000.
19 W. 44th St., New York City.

School Service Bureau. Mgr. Sch. Adv., Marjorie W. Taylor.

School Adv. per inch: $31.50. Discounts: 12 per cent for twelve insertions used within a year; 25 per cent for twenty-four insertions. *Vogue* renders discriminating and conscientious service to parents, and offers its advertisers the cooperation of its School Bureau. All schools advertised are personally visited or investigated by head of department. *Vogue* now leads all publications in volume of residential school advertising.

WORLD'S WORK.
Doubleday Page & Co., Garden City, New York.

EDUCATIONAL INFORMATION BUREAUS

AMERICAN SCHOOLS ASSOCIATION, INC. 14th year Times Bldg., New York City and Masonic Temple, Chicago, Illinois.

Registers only schools which can substantiate highest recommendations. Fourteenth year. Schools and camps personally inspected. Also Teachers' Agency Dept. For membership terms apply nearest office. **See page 598.**

THE BEERS AGENCY. L. MacLean Beers, Prop. Est. 1906. Havana, Cuba, Barcelona, Spain, or 152 4th Ave., N.Y.C.

For American and "Latin-American" Students.

CO-OPERATIVE SCHOOLS' AGENCY.

Room 1020, 132 Nassau St., New York City.

Represents a wide range of Boarding Schools, Vocational Schools and Camps. Subnormal children also considered

HARPER'S BAZAR SCHOOL BUREAU.

119 West 40th St., New York City.

Calls on prospective students in behalf of Schools. Over 300 Schools listed in Directory in 1920. Also clearing house of unacceptable inquiries. Kenneth N. Chambers, Director. **See page 600.**

NATIONAL EDUCATIONAL BUREAUS.

383 St. John's Place and 76 Cooper St., Brooklyn, N.Y.

Free information regarding private tutors, schools, camps, academies, mail courses, colleges, special schools, educational books and encyclopedias.

MISS HARRIET T. STOWE.

275 Central Park West, New York City.

Miss Stowe, for many years principal of Rye Seminary, and now retired, is prepared to assist parents and guardians in the selection of the best school or camp for the individual development of the boy or girl.

Correspondence and interviews are solicited.

FRANCIS CALL WOODMAN.

20 Charlesgate West, Boston, Mass. Tel. Back Bay 7000.

Educational and Vocational Information and Advice by Correspondence or Interview. At Hotel Belmont, New York City, the fourth Sunday of each month.

SCHOOL ADVERTISING AGENCIES

N. W. AYER & SON.

ADVERTISING HEADQUARTERS: 300 Chestnut St., Phila., Pa.

BRANCH OFFICES: { 30 State St., Boston, Massachusetts. / 105 So. La Salle St., Chicago, Illinois.

Maintain a complete Department of School Advertising and place more business of this character than all other agencies combined. Invite correspondence from Schools interested.

THE BEERS ADVERTISING AGENCY. Est. 1906.

Havana, Cuba, Barcelona, Spain, or 152 4th Ave., N.Y.

American and "Latin-American" Advertising and students.

BIOW COMPANY.

116 West 32d St., New York City.

BLAKER ADVERTISING AGENCY.

110 West 40th St., New York City.

Leads New York agencies in volume of School Advertising. All schools and camps. The fastest growing School Advertising Agency. Director School Dept., W. B. Oleson.

COLLEGIATE SPECIAL ADVERTISING AGENCY, INC.

503 Fifth Ave., New York City.

Represent colleges and school student publications. **See page 599.**

HIBSON & BRO.

116 Nassau St., New York City.

THE PROCTER & COLLIER CO., ADVERTISING.

528 Walnut St., Cincinnati, Ohio.

Dept. of School Advertising, Bruce W. Brown, Director.

"Aims to give personal, individual service to a few rather than general service to many accounts."

TEACHERS' AGENCIES

THE ACME TEACHERS' AGENCY.
1131 Healey Bldg., Atlanta, Georgia.
A. C. Whitehead, Proprietor, Teacher Boys' High School
Fills positions in High Schools, Normal Schools, Colleges and Universities in all sections, but especially in the South east. Plans unique, Management scientific, businesslike —and it gets results. "The Agency that rewards the co operation of the teacher." Write for literature.

ALBANY TEACHERS' AGENCY, INC.
81 Chapel St., Albany, New York.
Harlan P. French, President; Willard W. Andrews Secretary.

ALBERT TEACHERS' AGENCY. Est. 1885.
35 East Jackson Blvd., Chicago, Illinois.
Largest, best known Agency. Supplies Colleges, Private Schools, City High Schools with teachers. Eastern Office, 437 Fifth Ave., New York City. Western Offices. Denver and Spokane.

AMERICAN & FOREIGN TEACHERS' AGENCY. Est. 1877.
23 Union Sq., New York City.

THE BEERS AGENCY. Est. 1906.
Havana, Cuba, Barcelona, Spain, or 152 4th Ave., N.Y.
American or "Latin-American" positions.

BOYNTON-ESTERLY TEACHERS' AGENCY. Est. 1888.
Brockman Bldg., Los Angeles, California.
E. C. Boynton, Manager.

THE BRIDGE TEACHERS' AGENCY.
442 Tremont Bldg., 73 Tremont St., Boston, Mass.

THE BRYANT TEACHERS' BUREAU.
612–613 Witherspoon Bldg., Philadelphia, Pennsylvania.
"Personal and Discriminating Service by Specialists."

CENTRAL EDUCATIONAL BUREAU.
St. Louis Bank Bldg., St. Louis, Missouri.

CHESLEY TEACHERS' AGENCY.
Dover, New Hampshire.
Our Personal Service will give you satisfaction.

THE CORLEW TEACHERS' AGENCY.
120 Boylston St., Boston, Massachusetts.
Rufus E. Corlew, Prop. Grace M. Abbott, Manager

THE FISK TEACHERS' AGENCIES.
Boston, Mass., 2-A Park St. Birmingham, Ala., 809 Title Bldg. Portland, Ore., 509 Journal Bldg. New York City, 156 Fifth Ave. Chicago, Ill., 28 E. Jackson Blvd. Berkeley, Cal., 2161 Shattuck Ave. Pittsburgh, Pa., 549 Union Arcade. Denver, Col., 317 Masonic Temple. Los Angeles, Cal., 510 Spring St.
Send for circular and registration form free.

KELLOGG'S TEACHERS' AGENCY. Est. 1889.
31 Union Sq., New York City.

NATIONAL TEACHERS' AGENCY.
327 Perry Bldg., Philadelphia, Pennsylvania.
Teachers and their positions available every day of the year. Free service to schools. No charge to teachers till elected. Write us.

NEW YORK STATE TEACHERS' BUREAU, INC. Est. 1908.
50 State St., Albany, New York.
Horatio M. Pollock, President; Charles W. Blessing, Secretary; John L. Warner, Manager. Fills school and college positions of all kinds in New York and other eastern states.

ROCKY MOUNTAIN TEACHERS' AGENCY.
326 Empire Bldg., Denver, Colorado.
Colonel Wm. Ruffer, Manager.

SCHERMERHORN TEACHERS' AGENCY.
366 Fifth Ave., New York City.

SPECIALISTS' EDUCATIONAL BUREAU. Est. 1901.
Odeon Bldg., St. Louis, Missouri. Robert A. Grant, Pres.
Pacific Coast Office, Berkeley, Cal.

TUCKER TEACHERS' AGENCY, INC.
Rooms 516–517–518–519, 120 Boylston St., Boston, Mass.
Our representative visits colleges, normal schools and special schools for the purpose of securing the registration of those students who show promise of becoming teachers of more than average ability. Our manager has visited the class rooms of over nine thousand teachers during the past seven years. We have an exceptional list of excellent teachers

WESTERN REFERENCE & BOND ASS'N.
314 Journal Bldg., Kansas City, Missouri.

WINSHIP TEACHERS' AGENCY. Est. 1875.
6 Beacon St., Boston, Massachusetts.

H. D. YATES TEACHERS' BUREAU.
326 Stahlman Bldg., Nashville, Tenn. H. D. Yates, Mgr.

SCHOOL LECTURERS

FRANK G. ARMITAGE, B.H., F.R.G.S., F.R.C.I.

3 Divinity Hall, Cambridge, Massachusetts.

Character Portrayals from Dickens. Kipling and Tennyson Lecture Recitals. Travelogs on Holland, Belgium and France. Circular with ten illustrations of the lecturer in costume on request.

EDWARD CLINTON AVERY.

114 Mariner St., Buffalo, New York.

Illustrated Nature Lectures and Travelogues. Write for Booklet of outline sketches of the seven most popular.

ERNEST HAROLD BAYNES.

Meriden, New Hampshire.

Unusual illustrated lectures, chiefly on American natural history and humane subjects. Each lecture, while highly entertaining, has a vital message. "Wild Birds and How to Attract Them" is a practical lesson in bird protection. "The American Buffalo" has played a prominent part in preserving the buffalo from extinction. In "Our Animal Allies in the World War," Mr. Baynes tells the greatest story of service which animals have ever had to tell. Many other lectures. Circular on request.

MRS. CLARA BANCROFT BEATLEY.

11 Wabon St., Boston, 21, Massachusetts.

"Great Sons and Daughters." "Morals through Reverence."

ELI BENEDICT, B.S., Architect.

352 Convent Ave., New York City

Popular stereopticon lectures on architectural and allied topics. Send for illustrated circulars.

Architecture: "Miracles in Stone"—Great Cathedrals.

Archæology: "The Wonders of Ancient Egypt in the Light of Modern Research."

Travel: "Bermuda: The Ocean Paradise."

Homebuilding: "The Industrial Housing Problem."

Shipbuilding: "The New U. S. Merchant Marine."

MRS. ELISE BLATTNER. MISS CLARA BLATTNER.

2914a Arkansas Ave., St. Louis, Missouri.

Illustrated Lectures on Japan —The Home and Its Mistress, Women and Girls, Gardens, Holidays, Art, Drama, Color Prints. Demonstrations in Japanese costume by Miss Clara Blattner, of Japanese Accomplishments—

Flower Arranging, Sand Pictures, etc. Also, illustrated lectures on "Music in Art," "Landscape in Poetry and Paintings," "Madonnas," "Angels," etc. Write for illustrated circular.

EDWARD BRIGHAM.

Steinway Hall, New York City.

Basso Profundo and Dramatic Reader. Song and Dramatic Recitals. Recitations with Music. Of Educational Value.

CHARLES UPSON CLARK.

Yale Club, New York City.

PADRAIC COLUM.

Care of Macmillan Co., 64–66 Fifth Ave., New York City.

Poet, dramatist and writer. Lectured Amherst, Vassar, Middlesex, Francis Parker, Howe and Marot School.

HENRY FREDERICK COPE, A.M., D.D.

Gen. Sec. Rel. Ed. As., 1440 E. 57th St., Chicago, Illinois.

Author, Lecturer. Social Interpretations of Modern Institutions. New Ideals in Education.

PHILIP DAVIS.

6 Beacon St., Boston, Massachusetts.

Teacher, Social Worker. Author of "Street-Land," "Americanization," etc. The New America, illustrated, with Folk Songs and Films.

MRS. ISABEL DeV. COWEN.

222 West 58th St., New York City.

Lectures on Respiration and Modulation. Recitals, Choice Stories and Classic Tales, in Costume. Circulars sent on request.

FREDERICK DEAN.

The Deanery, 126 W. 104th St., New York City.

Napoleon Centenary, 1821–1921. "The Real Napoleon." "Siam's Place in the World." Bangkok, Siam's Capital, was Mr. Dean's residence for many years. "Porto Rico, Old and New." Mr. Dean has been called the "Apostle of Porto Rico." All lectures beautifully illustrated. Write for circulars.

WILLIAM WEBSTER ELLSWORTH.

Century Club, 7 West 43d St., New York City.

"The Pilgrim Fathers," richly illustrated lectures for tercentenary. "Theodore Roosevelt, American," illustrated—in 50 Boys' Schools in 1919–20. Literary Lectures, "Forty Years of Publishing," etc.

CHARLES WELLINGTON FURLONG, F.R.G.S. Lt. Col. Gen. Staff, U.S.A.

25 Peterborough St., Boston, Massachusetts.

Explorer, Artist, Soldier, Educator. See American "Who's Who." Illustrated lectures—including some motion films based on Lt. Col. Furlong's experiences as an explorer.

The Balkans and the Near East—5 illustrated lectures.

The South America of Today—6 illustrated lectures.

North Africa and Its Peoples—4 illustrated lectures.

The Passing of the Old West—1 illustrated lecture.

These slides have been selected and colored by the lecturer from his ten thousand original negatives. Vitalized ethnology, geography, science and art are presented with a rare combination of romance and adventure, offering a just balance of entertainment and instruction. Write for the illustrated announcement—an interesting work of art in itself.

CONSTANCE AND HENRY GIDEON.

Federal Hill, Dedham, Massachusetts.

Illustrated Musical Talks, Folk Songs, Costume Recitals, with or without appropriate Motion Pictures.

BRADLEY GILMAN.

1138 Boylston St., Boston, Massachusetts.

Lecture on Theodore Roosevelt, with or without stereopticon. A pictorial summary of the striking incidents of his career.

Mr. Gilman was a classmate of Roosevelt's at Harvard, and a lifelong friend. He is under contract with Little Brown & Co., Publishers, to write a "Life" of Roosevelt. The lecture is instructive, humorous, inspiring. It presents new, personal material. Write for illustrated circular.

HERBERT W. GLEASON.

1259 Commonwealth Ave., Boston, Massachusetts.

Illustrated Lectures on Travel and Nature Study. Of high educational value, artistic in presentation, and exceptionally entertaining. All original material.

"Our National Parks," "Scenic Alaska," "The Canadian Alps," "Grand Canyon of the Colorado," "Our Romantic Southwest," "Camping in the High Sierras," "Luther Burbank and His Magic Gardens," "Trees and Wild Flowers of California," "The Maine Woods," etc. Descriptive circulars sent on request.

R. HAYES HAMILTON (THE HAMILTON TRAVELOGUES)
Hotel Grafton, Washington, District of Columbia.
"American Telephotologues" in Color and Motion Pictures. Write for Descriptive Prospectus.

IAN CAMPBELL HANNAH, M.A., D.C.L., F.S.A.
5730B Grand Central Terminal, New York City.
Has held educational appointments on four continents. Offers illustrated lectures on Japan, China and Architecture, also Historical Courses and Current Events.

MR. AND MRS. CHARLES RANN KENNEDY.
Care of The Bennett School, Millbrook, New York.
Mr. Kennedy: Dramatist, Actor, Producer, Educator.
Miss Edith Wynne Matthison: Actress, Educator.

REV. WARREN FRANCIS LOW.
Hudson, Massachusetts. Telephone 324–M.
Lectures especially adapted for and successful with Schools. "The United States," Historical, Statistical and Inspirational. "Brain and Personality," The Basis of Mind and Character. Illustrated by magnificent Charts of nerve paths in colors. "The Man Who Thought He Would Like to Live in a Glass House." Write for illustrated circular describing these and others.

PERCY MACKAYE.
Harvard Club, 27 West 44th St., New York City.
Author's Readings from his own Poems and Dramas, specially adapted for schools and colleges. Particulars on request.

DONALD B. MACMILLAN, Sc.D. Leader and Ethnologist. Professor of Anthropology, Bowdoin Coll., Brunswick, Me.
Assistant on Peary North Polar Expedition. Exploration in Labrador, 1910–1911–1912. In Command of Crocker Land Expedition 1913–1917. In Command MacMillan Baffin Land Expedition, 1920–1922.

DR. JOHN B. MAY.
Cohasset, Mass., Oct. to June; Ashland, N.H., June to Oct.
Illustrated lectures on "Our Neighbors the Birds," "Some Humble Orchids," "Wild Life Near Home," "Summer Camps for Boys and Girls."

CAPTAIN R. H. MOORE.
Box 4, Bridgboro, New Jersey.
A most successful Lecturer and Entertainer for Schools. Rapid Crayon Sketching and Voice Illusion. Something different from the Average. Circulars.

DR. SARAH ELLEN PALMER, M.D., F.A.C.S.
483 Beacon St., Boston, Massachusetts.
World History in the Making. Illustrated. Write for circulars.

LEVI MOORE POWERS.
431 Randolph St., Washington, District of Columbia.
"What Your Government Does for You." A new Lecture for Schools. The best way to teach patriotism. 150 Slides selected from 50,000. Write for Booklet describing Other Lectures.

JOHN COWPER POWYS, M.A. (Cambridge University)
5730B Grand Central Terminal, New York City.
Has given courses on classical and modern literature at such schools as Miss Spence's, St. Timothy's, Rosemary Hall, Notre Dame (Maryland); Bennett School, Millbrook; Ogontz, and Tudor Hall, Indianapolis.

ARTHUR STANLEY RIGGS.
Northport, Long Island, New York.
Specialist in Illustrated Lectures for Schools and Colleges. Write for Illustrated Circulars. Not Available until 1921–1922, 18th season.

DR. WILLARD SCOTT.
Brookline, Massachusetts.
Banquet, Club, School, Forum Orator; Humorist.

BERNARD SEXTON (Gray Wolf, the Teller of Tales).
428 Lafayette St., New York City.
Gray Wolf tells those primitive stories that interest children of all ages. For seniors, lecture readings in poetry.

RALPH SMALLEY.
78 Chester St., Allston, Massachusetts.
Violoncello Recitals with Assisting Vocalist. The Smalley Trio: Cello, Harp and Flute. Circular on request.

BURTON LINWOOD THOMAS.
184 Boylston St., Boston, Mass. Tel. Back Bay 113.
"Pilgrim Plymouth and Its Environs." Illustrated with 100 beautiful views. Write for terms and dates.

J. G. CARTER TROOP, M.A.
241 W. 74th St., New York City.
Lectures on Literature and the Drama, successfully delivered before the leading schools. Write for circular descriptive of more than fifty lectures. **See page 854.**

CHARLES F. UNDERHILL.

508 Willoughby Ave., Brooklyn, New York.

Dramatic Recitals from the best literature. Shakespeare; Dickens; Sheridan's Rivals; Rip Van Winkle; Mark Twain. Has lectured in the leading Preparatory Schools, twelve and fifteen times in some. Write for illustrated circular.

DAVID J. VARON. Diplomé Ecole Paris.

108 East 31st St., New York City.

Consulting Architect. Former professor at Syracuse University and University of Illinois. In his chalk talks given before scores of Schools the lecturer relates Good Architecture to thorough Education. His Illustrations easily done before his audience, with colored chalks, have a special appeal for the youths and are generally kept for the adorning of the class rooms and halls.

DR. FRANCIS HENRY WADE.

Redpath Lyceum Bureau, Little Bldg., Boston, Mass.

Most popular and successful lecturer for schools and colleges. Has lectured at Harvard University, Choate School, Culver Military Academy, and many other educational institutions. Return dates everywhere. Historical, Literary, Biographical, Travel, Patriotic, Humorous, Dramatic and Health Subjects. With or without Artistic Lantern Slides, as desired.

Special Health Lecture for schools, "How to Live a Century," practically illustrating new systems of exercise and hygiene, invaluable to growing boys and girls, young men and women.

Write for illustrated circulars of Subjects and School testimonials, terms and dates.

LOUIS U. WILKINSON, M.A.D.Litt. (Cambridge University).

5730B Grand Central Terminal, New York City.

Has given eight courses, six lectures each, on "Heroes of the Nations and Literature," at Miss Davies' School, Washington, Conn., and three courses, successive seasons, at St. Timothy's School, Catonsville.

GEORGE E. WOODBERRY.

Beverly, Massachusetts.

Will be available during the season of 1920–1921 for occasional lectures upon American poets and authors.

LYCEUM AND LECTURE BUREAUS

THE AMERICAN FEDERATION OF ARTS.
1741 New York Ave., Washington, District of Columbia.
Lends for moderate rental fee, typwritten lectures on Art by leading authorities, illustrated by forty or more stereopticon slides, specially adapted for school use. Descriptive circular sent on request.

BUREAU OF UNIVERSITY TRAVEL.
12 Boyd St., Newton, Mass. H. H. Powers, President.

LEE KEEDICK.
437 Fifth Ave., New York City.
Manager World's Most Celebrated Lecturers.

THE PLAYERS. George N. Whipple, President.
162 Tremont St., Boston, Massachusetts.

THE REDPATH LYCEUM BUREAU.
Offices: Boston, New York, Pittsburgh, Columbus, Chicago, Birmingham, Kansas City, San Francisco, etc.

UNIVERSITY LECTURERS ASSOCIATION.
5730B Grand Central Terminal, New York City.
G. Arnold Shaw, Secretary. Has for ten years supplied many of the principal schools with courses and single lectures on History, Literature, the Fine Arts and Music by Oxford and Cambridge University Extension Lecturers, linking the secondary educational systems of England and America. Staff for 1920–1921 includes Dr. Ian C. Hannah, I. B. Stoughton Holborn, John Cowper Powys and Dr. Louis U. Wilkinson.

HELEN M. WINSLOW.
Shirley, Massachusetts.
Editor and Publisher "Official Register of Women's Clubs in America," published annually.
"Fifty Year Books in One" giving State and General Federation Officers and Committees with State Federation Club Lists and Presidents' Addresses. Price $2.50.
Best medium for getting listed as lecturer or entertainer. "Lecturers' Section" goes free to every club that employs talent. Program Committees please send for it, enclosing two cents postage.

PUBLISHERS OF EDUCATIONAL BOOKS

ALLYN & BACON.
50 Beacon St., Boston, Massachusetts.

AMERICAN BOOK COMPANY.
100 Washington Sq., New York City.

D. APPLETON & CO.
35 W. 32d St., New York City.

ATLANTIC MONTHLY PRESS, INC.
8 Arlington St., Boston, Massachusetts.

BAKER AND TAYLOR CO.
354 Fourth Ave. at 26th St., New York City.
Facilities for supplying books of all publishers.
See page 618, 619.

P. BLAKISTON'S SON & CO.
Philadelphia, Pennsylvania.
Publishers in the Sciences. Books for University and Secondary School Work based upon the principles of modern pedagogy. The individual interests, needs and experiences of the pupil are utilized maintaining interest and imparting knowledge. Catalogs and examination copies are freely available to teachers.

THE CENTURY COMPANY.
353 Fourth Ave., New York City.
Publishers of general and educational books.

EDWARD J. CLODE.
156 Fifth Ave., New York City.
Publisher of " trade marked " educational handbooks: *The Made Easy Series* embracing Arithmetic, Shorthand, Bookkeeping, Drawing, etc., fifteen titles in all; *The Easy Study Series*—French and Spanish; *The How to Develop Series*—Will Power, Personality, Speaking Voice. Circulars and catalogs on request.

COLLEGE MEMORY BOOK COMPANY.
538 S. Dearborn St., Chicago, Illinois.
"The National Memory and Fellowship Book," specially designed for mementoes of school life.

COLUMBIA UNIVERSITY PRESS.
W. 116th St., New York City.

THE COMSTOCK PUBLISHING CO.
Ithaca, New York.
Entomology, Biology, Nature Study and Microscopy.

Textbooks, Loose-leaf Notebooks for Camps, Boy Scouts, Girl Scouts, Camp Fire Girls.

OLIVER DITSON COMPANY. Est. 1834.

179 Tremont St., Boston, Mass.; 10 E. 34th St., N.Y.C.

Officers: Charles H. Ditson, President; Edw. W. Briggs, Secretary-Treasurer.

Publishers and dealers in Music and Music Books of every description. Supplementary and Orchestra Music for schools a specialty; The Music Student's Piano Course; Mitchell's Class Method for the Violin, Cornet and Trombone; Giddings' Public School Class Method for the Piano. Importers and jobbers of Musical Merchandise, Violin Strings, Harps and all Musical Supplies. Distributors of Victor Victrolas.

Liberal Rates to Schools. Business References required. Accounts solicited. Send for our catalog. **See page 626.**

GEORGE H. DORAN COMPANY.

244 Madison Ave., New York City.

Publishers of the *Educational Review* and books for schools and libraries.

E. P. DUTTON & COMPANY.

681 Fifth Ave., New York City.

Publishers of Everyman's Library. Send for list of titles.

FRANKLIN EDUCATIONAL PUBLISHING CO.

152 South Garfield Ave., Columbus, Ohio.

"American School Building Standards," by Wilbur T. Mills. The best reference book on American School Architecture.

GINN AND COMPANY. Est. 1867.

15 Ashburton Place, Boston, Massachusetts.

GREGG PUBLISHING COMPANY.

Publishers of Gregg Shorthand and Commercial Textbooks.

Offices: New York City, 77 Madison Ave.; Boston, 80 Boylston St.; Chicago, 623 South Wabash Ave.; San Francisco, Phelan Bldg.; Liverpool, Eng., 21 Harrington.

Agencies: London, Eng.; Brisbane, Australia; Christchurch, New Zealand; Rhodesia, South Africa.

HARCOURT, BRACE AND HOWE, INC.

1 West 47th St., New York City.

Publishers of School and College Textbooks. Special Library Department for Private Schools.

HARVARD UNIVERSITY PRESS.

Cambridge, Massachusetts.

D. C. HEATH & COMPANY.
Boston, New York, Chicago.
Heath's English Classics, Readers, Primers, Heath's Pedagogical Library, French, German, and Spanish Books, Mathematical and Science Textbooks, etc.,

HIGH SCHOOL REVIEW BOOK CO.
175 Fifth Ave., New York City.

HINDS, HAYDEN & ELDREDGE, INC.
11–15 Union Sq. West, New York City.

HENRY HOLT AND COMPANY. Est. 1865.
New York, 19 W. 44th St.; Chicago, 2451 Prairie Ave.; Boston, 6 Park St.; San Francisco, 571 Market St.
School and College Textbooks. French, Spanish and German Texts. American Historical Series; Mathematical Series; American Science Series; English Readings for Schools; The Home University Library of Modern Knowledge.

HOUGHTON MIFFLIN COMPANY. Est. 1881.
4 Park St., Boston, Massachusetts.

JENNINGS PUBLISHING COMPANY.
Box 17, Brooklyn, New York.
Outlines for Home Study. 25 cents. Discount on ten.

LAIRD & LEE, INC. Est. 1887.
1732 Michigan Ave., Chicago, Illinois.
School Textbooks, Business Books, Historical and Educational Books. Laird and Lee's Webster's New Standard Dictionaries; Laird and Lee's Vest Pocket Dictionaries in all Languages; Cromwell's Compendium of Parliamentary Law; Herz's Simplified Accounting; Holliday's Grammar of Present Day English; Holliday's English for Efficiency; Atwood's Back to the Republic; Atwood's Keep God in American History; Supplementary Reading Books.

LITTLE, BROWN & CO. Est. 1784.
34 Beacon St., Boston, Massachusetts.
Specialties: Supplementary Readers and Domestic-Science Books.

LONGMANS, GREEN & CO.
449 Fourth Ave., New York City.

THE MACMILLAN COMPANY.
64–66 Fifth Ave., New York City.
Publishers of School and College Textbooks and Reference Books. Special Private School Department.

G. & C. MERRIAM CO.
Springfield, Massachusetts.
Publishers of Webster's New International Dictionary. 400,000 Vocabulary Terms, including hundreds of the recent words of interest. 12,000 Biographical Entries. New Gazetteer, 6000 Illustrations, 2700 Pages, Colored Plates. Also Webster's Collegiate Dictionary, third edition; largest abridgment of the new International, 1700 Illustrations, 1248 Pages.

NEWSON & COMPANY.
73 Fifth Ave., New York City.
The Aldine Readers, Speller, and Language Books, Buehler's English Grammar. Webster's English for Business. Webster's Effective English Expression.

OXFORD UNIVERSITY PRESS, American Branch.
35 W. 32d St., New York City.

THE PALMER CO. Est. 1901.
120 Boylston St., Boston, Massachusetts.
Officers: Frank H. Palmer, President; Raymond P. Palmer, Treasurer and Manager.
Educational Specialties: The Kingsley English Texts; The Kingsley Outline Studies in Literature; Pupils' Outlines in Geography; Pupils' Outlines in Community Civics; Outlines in Preparatory Latin, in History, Grammar, etc.; Great Stories for Children; Hiawatha Pictures. "American History, Government and Institutions"; Webber's "Handbook of Commercial English" (adopted by the largest business college in New England). Publishers of "Education" (now in its 41st year). "Grammar for Thinkers." Arithmetic Drill Books.

G. P. PUTNAM'S SONS. Est. 1836.
2–6 W. 45th St., New York City.
Publishers of School and College Textbooks.

CHARLES SCRIBNER'S SONS.
597 Fifth Ave., New York City.

CHRISTOPHER SOWER COMPANY.
124 North 18th St., Philadelphia, Pennsylvania.

TORBELL COMPANY.
248 Boylston St., Boston 17, Mass.
See Announcement on page 850.

THE UNIVERSITY OF CHICAGO PRESS.
5740 Ellis Ave., Chicago, Illinois.
Publishers of Breslich's correlated mathematics for secondary schools; Downing's Nature Study Series; Graded textbooks in religious education; Goode's superior

quality base maps and graphs; Textbooks and reference books for secondary schools and colleges.

D. VAN NOSTRAND CO.
8 Warren St., New York City.

VOLTA BUREAU.
35th St. and Volta Pl., Washington, D.C.
Founded and endowed by Alexander Graham Bell for the increase and diffusion of knowledge relating to the deaf. Publishers of "The Volta Review." Melville Bell Symbols. Visible speech form. Like musical notes, they have a uniform value in relation to sound in all countries; and, like the Arabic numerals, they have an absolute value in relation to meaning in all languages. A Key to the Melville Bell Symbols will be sent free to any address.

EDGAR S. WERNER & CO.
43 East 19th St., New York City.
Publishers of and Dealers in Elocutionary, Vocal, Musical, Physical Culture and Dramatic Literature. Plays.

JOHN C. WINSTON CO. Est. 1884.
Winston Bldg., Philadelphia, Pennsylvania; 509 S. Wabash Ave., Chicago, Illinois.
Winston Readers. Young American Readers. Winston Simplified Dictionary. Modern Language Series, etc.

WORLD BOOK COMPANY. Est. 1905.
Yonkers-on-Hudson, N.Y., and 2126 Prairie Ave., Chicago, Illinois.

YALE UNIVERSITY PRESS. Est. 1908.
New Haven, Connecticut.

REFERENCE BOOKS

THE BAKER & TAYLOR CO.
354 Fourth Ave., New York City.
See page 619 for our facilities for supplying reference books of all kinds.

ELECTRO SUN CO., INC.
161 Washington St., New York City.
"LEFAX" Self-compiled standard loose-leaf pocket note, record and technical data encyclopedia. Sample pages on request. See page 624, 625, 627.

SCHOOL BOOK DEALERS

THE BAKER & TAYLOR CO. Est. 1828.
354 Fourth Ave. at 26th St., New York City.
Wholesale Dealers in the Books of all Publishers, including School and College Textbooks, Supplementary Reading, Commencement Books, Popular Fiction, Standard Editions, etc.—in truth, books of all kinds. Useful Catalogs for Educators sent free on request. **See page 614, 618.**

BARNES AND NOBLE, INC. Successors to Hinds and Noble.
31–33–35 W. 15th St., New York City.
Dealers in New and Second-hand School and College Books.

SCHOENHOF BOOK CO.
15 Beacon St., Boston 9, Massachusetts.
French Books.

A. G. SEILER.
1224 Amsterdam Ave., New York City.

F. C. STECHERT CO., INC.
29–35 West 32d St., New York City.

MAKERS OF PICTURE POSTCARDS

DETROIT PUBLISHING CO.
Detroit, Michigan.
Manufacturers of "Phostint" Postcards. **See page 621.**

HERMANN POST CARD CO.
4333 No. Lincoln St., Chicago, Illinois.
Souvenir Postcards for Educational Institutions.

E. C. KROPP CO. Est. 1898.
Milwaukee, Wisconsin.
Manufacturers of Local View and Advertising Postcards of the highest grade. Souvenir Folders, Booklets, Envelopes and Fine Color Work. Your own Kodak photographs reproduced afford the best kind of Publicity. Always appreciated. Correspondence solicited. Estimates and Samples of our work willingly furnished. **See page 621.**

GENERAL SCHOOL SUPPLIES

BECKLEY-CARDY CO.
312 West Randolph St., Chicago, Illinois.

MILTON BRADLEY CO. Est. 1860.
120 Boylston St., Boston, Massachusetts.
All kinds of School Supplies, Books, Water Colors, Crayons, Drawing Papers, Art Materials. Kindergarten Furniture and Supplies. **See page 627.**

THE CAXTON SCHOOL SUPPLY CO.
2344 Wentworth Ave., Chicago, Illinois.

THE DOBSON-EVANS CO.
305 N. Front St., Columbus, Ohio.

J. L. HAMMETT COMPANY.
Kendall Sq., Cambridge, Massachusetts.
10 Hamilton Pl., Boston, Massachusetts.
Bush Terminal, Brooklyn, New York.
See page 621, 627, 629.

NONANTUM PAD & PAPER CO.
Newtonville, Massachusetts.
Scratch Pads—Writing Tablets. Typewriting Papers.
For Advertisement **see page 852.**

NORTHWESTERN SCHOOL SUPPLY CO.
1401 University Ave., Minneapolis, Minnesota.

E. W. A. ROWLES CO.
2345–51 South La Salle St., Chicago, Illinois.

STANDARD SCHOOL SUPPLY CO.
204 Walnut St., St. Louis, Missouri.
Everything for the School—Blackboards, School Furniture, Maps, Globes, Art and Drawing Materials. Gymnasium and Playground Apparatus. Write us your needs and let us submit estimates. Price lists and catalogs on request. **See page 622, 624.**

VIRGINIA SCHOOL SUPPLY CO.
2000 W. Marshall St., Richmond, Virginia.

W. M. WELCH MFG. COMPANY. Est. 1880.
1516 Orleans St., Chicago, Illinois. **See page 631.**

SCHOOLROOM EQUIPMENT

School and Office Furniture, Blackboards, Charts, Maps, Globes, Schoolroom Casts and Pictures, etc.

AMERICAN SEATING COMPANY.
1015 Lytton Bldg., Chicago, Illinois.
Exclusive manufacturers of Furnishings for Schools, Public Buildings, etc. American Tubular Steel Pupils' Desks, Movable Chair Desks, Blackboards, Maps, etc. Auditorium Seating, Floor Coverings, Janitors' Supplies.

THE CAXTON SCHOOL SUPPLY CO.
2344 Wentworth Ave., Chicago, Illinois.

CONTINENTAL SCALE WORKS.
3905 Langley Ave., Chicago, Illinois.

CRESCENT WASHING MACHINE CO., INC.
New Rochelle, New York.

DETROIT PUBLISHING CO.
Detroit, Michigan.
"Thistle" Prints for home or school in Color Facsimiles and genuine Carbon Photographs. Made direct from originals in American Galleries.
Little "Phostint" Journeys—"Phostint" Postcards specially edited for the educator and user of the Projection Lantern. Also Views of Travel and Lantern Slides. **See page 619.**

R. A. FIFE CORPORATION.
70 Fifth Ave., New York City.

J. L. HAMMETT COMPANY.
Kendall Sq., Cambridge, Massachusetts.
10 Hamilton Pl., Boston, Massachusetts.
Bush Terminal, Brooklyn, New York.
See page 620, 627, 629.

E. C. KROPP CO. Est. 1898.
Milwaukee, Wisconsin.
Manufacturers of Postcards from photographs, and local view Postcards. **See page 619.**

FRED MEDART MANUFACTURING CO.
Potomac and De Kalb Sts., St. Louis, Missouri.
Manufacturers of Steel Lockers. Write for catalog.
See page 640, 647.

OLIVER TYPEWRITER CO.
Oliver Typewriter Bldg., Chicago, Illinois.
For Announcement **see page 625, 851.**

"OLD GLORY" MANUFACTURING CO.

24 S. Wells St., Chicago, Illinois.

Everything Patriotic. Flags, Banners, Pennants, Badges, Paper Hats, Favors, Floral Decorations, Confetti.

THE PERRY PICTURES CO.

Malden, Massachusetts.

Publishers of the Perry Pictures. Reproductions of the World's Famous Paintings. Used in Schools and Colleges. 2250 Subjects. Two cents each for 25 or more. Size 5½ x 8. Beautiful 64-page catalog containing 1600 miniature illustrations sent for five two-cent stamps.

E. W. A. ROWLES CO.

2345–51 South La Salle St., Chicago, Illinois.

STANDARD SCHOOL SUPPLY CO.

204 Walnut St., St. Louis, Missouri.

Blackboards, Flags, Window Shades, Fixtures, Movable Chair Desks, Inner Braced Tablet Arm Chairs, everything for the Schoolroom. **See page 620, 624.**

THE UNIVERSITY PRINTS.

12 Boyd St., Newton, Massachusetts.

Over 3000 halftone reproductions of masterpieces in Painting, Sculpture and Architecture, for Art Study. Price, one cent each. Complete catalog, five cents. **See page 628.**

JANITORS' SUPPLIES

ALSTEEL MANUFACTURING CO.
Battle Creek, Michigan.
The Alsteel Fire Proof Paper Baler will save its cost in one year and give you better fire protection. Circular.

J. I. HOLCOMB MANUFACTURING COMPANY.
Indianapolis, Indiana.
Brushes and Cleaning Supplies.

G. A. HOSMER CO.
375 Ellicott St., Buffalo, New York.

JOHN LUCAS & CO., INC.
322 Race St., Philadelphia, Pennsylvania.
Paints and Varnishes.

THEO. B. ROBERTSON PRODUCTS CO., INC.
700 West Division St., Chicago, Illinois.
Manufacturers of Brushes of every description. Soaps, Cleansers, Disinfectants and Sanitary Supplies. Catalog.

ROCHESTER GERMICIDE COMPANY.
16 Dowling Place, Rochester, New York.

SHERWIN WILLIAMS CO.
601 Canal Rd., N.W., Cleveland, Ohio.
Paints and Varnishes. Service for Schools.

TIME SYSTEMS, ELECTRIC CLOCKS

LANDIS ENGINEERING & MFG. CO.
Waynesboro, Pennsylvania.

LOCKWOOD & ALMQUIST, INC.
112 East 19th St., New York City.

STANDARD ELECTRIC TIME CO.
Springfield, Massachusetts.
Complete Electric Time Systems for Schools, consisting of Self-Winding Master Clocks with Automatic Program Bell Ringing Attachment, electric Secondary Clocks, Bells, Gongs, Battery Equipment, etc. Equipment sold on cash basis or rental payment plan. Thirty-six years' experience. Estimates or circular matter on request.

BLAISDELL PAPER PENCIL COMPANY.
Philadelphia, Pennsylvania.

JOSEPH DIXON CRUCIBLE COMPANY.
Jersey City, New Jersey.

EAGLE PENCIL CO.
703 East 13th St., New York City.
The largest Pencil Factory in the World, established 1860. Eagle Pencils and Pens have attained their premier position by virtue of their reliable quality. Send for catalog.

EBERHARD FABER.
37 Greenpoint Ave., Brooklyn, New York.

ELECTRO SUN CO., INC.
161 Washington St., New York City.
Standard Loose-leaf Automatically classified notebooks.
See page 618, 625, 627.

ESTERBROOK PEN MFG. CO.
Camden, New Jersey.

CHAS. M. HIGGINS & CO., MFRS.
271 Ninth St., Brooklyn, New York.
Higgins' Inks and Adhesives.

NONANTUM PAD & PAPER CO.
Newtonville, Massachusetts.
Scratch Pads—Writing Tablets. Typewriting Papers.
For Advertisement **see page 852.**

STANDARD SCHOOL SUPPLY CO.
204 Walnut St., St. Louis, Missouri.
Pencils, Crayons, Pens, Ink Powder, Standard Writing Fluid in Bottles or Kegs up to 10 gallons. Price list on request. **See page 620, 622.**

OFFICE APPLIANCES AND TYPEWRITERS

CORONA TYPEWRITER CO., INC.

Groton, New York.

Because of its lightness, simplicity and durability, CORONA is particularly adapted to school and camp work.

THE CUTLER-DUMMER CO.

19 Pearl St., Boston, Massachusetts.

General agents for THE STANDARD ENVELOPE SEALER AND STANDARD STAMP AFFIXER. Agents also for O. K. LETTER OPENER, SPOOL-O-WIRE PAPER FASTENER and TYPEWRITER CUSHION KEYS. Free trial, without obligation, of any of these machines. Send for circulars in regard to any office labor-saving device. Inquiries invited.

ELECTRO SUN CO., INC.

161 Washington St., New York City.

Loose-leaf Equipment and Devices for students and technical men. **See page 618, 624, 627.**

THE HAMMOND TYPEWRITER COMPANY.

69th St. and East River, New York City.

Hammond Multiplex Interchangeable Type-Sets to suit every Business, every Language, every Science and every Profession.

THE OFFICE APPLIANCE CO.

191–195 Devonshire St., Boston, Massachusetts.
25 Pleasant St., Worcester, Massachusetts.
87 Dorrance St., Providence, Rhode Island.

MIMEOGRAPHS for making many copies; the quickest, cheapest and most convenient method.

MIMEOSCOPES for rapidly producing ruled forms, plans or sketches, to be printed on the MIMEOGRAPH with or without typewritten copy.

SCHOOLS EVERYWHERE adopting them—a brand new idea. TYPEWRITERS, new and rebuilt, sold and rented. $15 up. All makes. Write for price list and terms.

OLIVER TYPEWRITER CO.

Oliver Typewriter Bldg., Chicago, Illinois.

For Announcement **see page 851.**

ROYAL TYPEWRITER COMPANY, INC.

364-366 Broadway, New York City.

MUSICAL EQUIPMENT

Pianos, Graphophones, Band Instruments, etc.

C. C. BIRCHARD & CO.
221 Columbus Ave., Boston, Massachusetts.

COLUMBIA GRAPHOPHONE COMPANY.
Woolworth Bldg., New York City.
Educational Records and School Grafonolas.

OLIVER DITSON COMPANY.
179 Tremont St., Boston, Massachusetts.
Music and Music Books for Schools and Conservatories. Musical Instruments and Supplies of all kinds. **See page 615.**

LYON & HEALY. Est. 1864.
19–42 Adams St., Chicago, Illinois.
Makers of Lyon & Healy Pianos.

PLAN OF STUDY ON MUSICAL HISTORY.
With Musical Programs.
By Mrs. F. S. Wardwell, Highland Terrace, Stamford, Connecticut. Many Countries and many Subjects.
American Autobiographical Sketches, the latest book on American Music. Folk Music, the only complete account of the subject. Sent for examination if references are given. Send for descriptive circular.

G. SCHIRMER MUSIC CO.
43d St., New York City.

STEINWAY & SONS.
107–109 E. 14th St., New York City.

VICTOR TALKING MACHINE CO.
Camden, New Jersey.
Educational Department. Victor School Machines.

THE RUDOLPH WURLITZER CO.
121 E. Fourth St., Cincinnati, Ohio.
329 S. Wabash Ave., Chicago, Illinois.
World's largest music house.

ART AND DRAWING SUPPLIES

AMERICAN CRAYON COMPANY. Est. 1835.
Sandusky, Ohio. 130 West 42d St., New York City.
The Pioneer Crayon Manufacturers. The Waltham & Hygieia Blackboard Chalk. The "Old Faithful" Crayons. Exclusive distributors of Prang Water Colors, Prang "Crayonex," Prang Colored Paper Pencils, etc.

AMERICAN LEAD PENCIL CO.
220 Fifth Ave., New York City.
Makers of the VENUS PERFECT PENCIL; the largest selling quality pencil in the world. 17 black degrees and 3 copying.

H. REEVE ANGEL & CO., INC.
7–11 Spruce St., New York City.
Sole Mill Representatives in the U.S.A. for the world famous, genuine Hand-made WHATMAN Drawing Papers.

BINNEY & SMITH CO.
81–83 Fulton St., New York City.

MILTON BRADLEY COMPANY. Est. 1860.
Springfield, Massachusetts.
Kindergarten Materials and School Supplies, Water Colors, Art Materials and Kindergarten Books. **See page 620.**

THOMAS CHARLES CO.
2249–53 Calumet Ave., Chicago, Illinois.
Kindergarten Materials and School Supplies, Water Colors, Art Materials and Kindergarten Books.

DEVOE & RAYNOLDS CO., INC.
New York—Chicago—Kansas City—New Orleans.
Manufacturers of Artists' Materials and School Supplies. Devoe School Water Colors, Drawing Ink, Oil Colors, Brushes, Canvas, Drawing Tables, T-squares, etc.

JOSEPH DIXON CRUCIBLE COMPANY.
Jersey City, New Jersey.
Pencils for Art, Drawing and every purpose.

ELECTRO SUN CO., INC.
161 Washington St., New York City.
Drafting Room Equipment. Supplies and Furniture. Catalogs on request. **See page 618, 624, 625.**

FAVOR, RUHL & CO.
New York, Boston, Chicago.
Complete line of Artists' Supplies and Materials.

J. L. HAMMETT COMPANY.
Kendall Sq., Cambridge, Massachusetts.
10 Hamilton Pl., Boston, Massachusetts.
Bush Terminal, Brooklyn, N. Y. See page 620, 621, 629

MARTINI TEMPERA COLORS.
24–26 East 13th St., New York City.

MUNSELL COLOR COMPANY, INC.
120 Tremont St., Room 635, Boston, Massachusetts.
Munsell Color System supplies—Color Notation, charts, spheres, trees, daylight photometer, neutral scale, atlas, crayons, water colors, oil colors, tempera colors, colored papers, enamel cards, color balls and disc spinning motors. Color standardization for schools and industries.

THE PRANG COMPANY.
New York City, Chicago, Illinois, Dallas, Texas.
Drawing Books and Art Supplies of all kinds for Schools. Also Kindergarten Materials. Catalogs and circulars free.

A. SARTORIOUS & CO., INC.
57 Murray St., New York City.
Manufacturers Artists' Materials, Oleo Tempera Colors, China Colors. New catalogs, no charge.

THE UNIVERSITY PRINTS.
12 Boyd St., Newton, Massachusetts.
Over 3000 halftone reproductions of masterpieces in Painting, Sculpture and Architecture, for Art Study. Price, one cent each. Complete catalog, five cents. See page 622.

WINSOR & NEWTON, INC. Est. 1832.
31 E. 17th St., New York City.

AMERICAN LEAD PENCIL CO.
220 Fifth Ave., New York City.
Makers of VENUS PERFECT PENCIL; the largest selling quality pencil in the world. 17 black degrees and 3 copying.

BELCHER & LOOMIS HARDWARE CO.
83 Weybosset St., Providence, Rhode Island.

HENRY DISSTON & SONS, INC.
Philadelphia, Pennsylvania.

LOUIS STOUGHTON DRAKE, INC.
32 Everett St., Allston Station, Boston 34, Massachusetts.
Basketry and Craft Materials. Free catalog. Reeds, raffia, wooden bases, chair cane, dyes, books, tools for work in leather, beads, stenciling, woodblock printing, china, glass painting, painted wood, weaving, carving, jewelry, copper, pottery.

J. L. HAMMETT COMPANY.
Kendall Sq., Cambridge, Massachusetts.
10 Hamilton Pl., Boston, Massachusetts.
Bush Terminal, Brooklyn, N. Y. **See page 620, 621, 627.**

E. W. A. ROWLES COMPANY.
2345–51 South La Salle St., Chicago, Illinois.

E. H. SHELDON & CO. Est. 1890.
Muskegon, Michigan.

SMITH & HEMENWAY CO., INC.
261 S. Broadway, N.Y.C. Factories: Irvington, N.J.
Manufacturers of "Red Devil" Hand Tools.

E. C. STEARNS & CO.
Syracuse, New York.
Manual Training Equipment and Builders' Hardware. Clamps, wood bars, spoke shaves, bench hooks, saw clamps. Illustrated catalog and price list on request.

VAUGHAN & BUSHNELL MANUFACTURING CO.
2114 Carroll Ave., Chicago, Illinois.
Makers of Fine Tools. Send for illustrated catalogs and circulars. Handled Hammers, Braces, Screw Drivers, Chisels, Punches and Miscellaneous Small Tools.

LABORATORY AND SCIENTIFIC EQUIPMENT

BAUSCH & LOMB OPTICAL CO.
410 St. Paul St., Rochester, New York.

CAMBRIDGE BOTANICAL SUPPLY CO., INC. Est. 1884.
Waverley, Massachusetts.
Manufacturers and Importers of Laboratory Apparatus. Physical, Chemical, Botanical, Physiological, Meteorological Supplies. PORCELAIN, GLASSWARE. Illustrated catalog on request.

CENTRAL SCIENTIFIC CO. Est. 1889.
460 E. Ohio St., Chicago, Illinois.
Operate the largest factory in America exclusively for the manufacture of Physical, Chemical and Biological Apparatus. Attractive catalogs on request.

CHICAGO APPARATUS CO.
32–40 South Clinton St., Chicago, Illinois.
Manufacturers of Agricultural, Biological, Chemical and Physical Apparatus for the educational laboratory. Catalogs free to science instructors and school officials.

WILLIAM GAERTNER & CO.
5345 Lake Park Ave., Chicago, Illinois.

HENRY HEIL CHEMICAL CO.
210 South Fourth St., St. Louis, Missouri.

KAUFFMAN-LATTIMER CO.
263 N. Front St., Columbus, Ohio.

KEWAUNEE MFG. CO.
Kewaunee, Wisconsin.
Manufacturers of Laboratory Furniture.

L. E. KNOTT APPARATUS CO.
79 Amherst St., Cambridge, Massachusetts.

THE KNY-SCHEERER CORPORATION OF AMERICA.
56 West 23d St., New York City.
Write for Quotation and Information.

ARINE BIOLOGICAL LABORATORY. Est. 1888.
Supply Dept., George M. Gray, Curator. Woods Hole, Massachusetts.
Preserved material of all types for Zoology, Botany and the Museum. Live material of common forms. Life histories of insects showing economic importance, Habitat groups, Plant life histories and Germination Studies. Greatly enlarged slide stock. Send for catalogs.

E. W. A. ROWLES CO.
2345–51 South La Salle St., Chicago, Illinois.

SCIENTIFIC EQUIPMENT CO.
70 Fifth Ave., New York City.
Eastern Sales Division of the Central Scientific Co. Laboratory Apparatus. Kewaunee Mfg. Co. Laboratory Furniture.

SOUTHERN BIOLOGICAL SUPPLY CO., INC.
Natural History Building, New Orleans, Louisiana.
Living and prepared specimens for Zoology, Botany. Entomology, Physiology, etc. Write for price list.

SPENCER LENS COMPANY.
Buffalo, New York.

TIRRILL GAS MACHINE LIGHTING COMPANY. Est. 1864.
103 Park Ave., cor. 41st St., New York City.
Gas Machines—Laboratory Burners and Appliances for Lighting, Cooking and Heating or Laboratory Use.

WARD'S NATURAL SCIENCE ESTABLISHMENT. Est. 1862.
College Ave., Rochester, New York.

W. M. WELCH SCIENTIFIC COMPANY.
1516 Orleans St., Chicago, Illinois.
Manufacturers, Importers and Exporters of Laboratory equipment for Physics, Chemistry, Biology, Agriculture, Physical Geography and kindred Sciences. Catalog G, Physics and Chemistry Apparatus; Catalog A, Agricultural Apparatus; Catalog B, Biological Apparatus; Catalog C, Chemicals. **See page 620.**

WESTON ELECTRICAL INSTRUMENT CO. Est. 1888.
119 Weston Ave., Newark, New Jersey.
Manufacturers of Indicating Electrical Instruments for direct and alternating currents, comprising Ammeters, Voltmeters, Wattmeters, Ohmmeters, Galvanometers, etc., which are designed especially for laboratory use. Teach the student with the instruments he will use in his later commercial or scientific work. Have you a set of the Weston Monographs and Wall Charts issued for Science Teachers?

PROJECTION APPARATUS AND FILM SERVICE

BAUSCH & LOMB OPTICAL CO.
410 St. Paul St., Rochester, New York.

HENRY BLATTNER.
502 Benoist Bldg., St. Louis, Missouri.
A complete list of Art Slides for Junior Colleges. Architecture, Painting, Sculpture, etc. Blue Print catalog on request.

E. C. BOYNTON, Agent.
517 Brockman Bldg., Los Angeles, California.
Portable Motion Picture Machines, Stereopticons and Slides.

COMMUNITY MOTION PICTURE BUREAU.
Home Office, 46 West 24th St., New York City.
Branch offices in many cities: Boston, Chicago, Atlanta, Washington, London, Paris, etc.
Warren Dunham Foster, president.
Organized in 1911 to supply educational and recreational motion picture service for community development. Its service for the American Army and Navy and for the Allies was unparalleled in the history of motion pictures, screening 32,000,000 feet of films a week.
This service is now available to meet the needs of private schools, building series of balanced programs definitely to fit those needs.
The Bureau correlates pictures with standard textbooks under the best educators in the country. Has a staff of thirty trained editorial reviewers. Library records show film resources on every subject. Write for Information Sheet, Motion Pictures in Schools and The Development of Our Nation.

CONRAD SLIDE AND PROJECTION CO.
4028 Jackson Blvd., Chicago, Illinois.

THE DE VRY CORPORATION.
1250 Marianna St., Chicago, Illinois.
Manufacturers of the De Vry Portable Projector and the De Vry Generator Outfit for Ford cars. Write for free demonstration, catalog and complete information.

FILMART LABORATORIES, INC.
69 West 90th St., New York City.
S. D. Matthews, President. Cyrus Brewer, Treasurer.

KEYSTONE VIEW CO., INC.
Meadville, Pennsylvania.
Lanterns, Slides, Stereographs and Stereoscopes.

LUCAS THEATRE SUPPLY COMPANY, INC.
158 Marietta St., Atlanta, Georgia.
Moving Picture Equipment and Accessories.

NEW ERA FILMS.
207 South Wabash Ave., Chicago, Illinois.
John F. Burhorn, Proprietor. Special School Service.

NICHOLAS POWER CO.
90 Gold St., New York City.
Power's Cameragraph enhances the value of films.

PATHÉSCOPE CO. OF NEW ENGLAND.
Little Bldg., Boston, Massachusetts.

RILEY OPTICAL INSTRUMENT CO., INC.
146 Fifth Ave., New York City.
Stereopticons, simple to operate. Send for particulars. Slides from stock or to order. List free.

ALFRED H. SAUNDERS.
The Educator's Cinematograph Co.
70 Fifth Ave., New York City.
Pedagogical Subjects Only.
Correspondence Invited.

SCOTT STUDIOS.
24 E. 55th St., New York City.

UNDERWOOD & UNDERWOOD.
417 Fifth Ave., New York City.
Motion Picture and Lantern Slide Projectors, Quality Stereographs and Lantern Slides, Stereoscopes and Stereoscopic Tours of the World.

VICTOR ANIMATOGRAPH CO.
Davenport, Iowa.
Victor Portable Stereopticons. "Victor Featherweight standard lantern slides from stock list, or made to order." "Victor Safety Cinema—a new standard film projector approved for use without fireproof booth."

WHOLESOME FILMS CO.
17 North Wabash Ave., Chicago, Illinois.
Juvenile Motion Pictures for Schools and Young Children.

DORMITORY EQUIPMENT

HAROLD S. CASE.
2 Niagara St., Winsted, Connecticut.
"Iron 'em on" Transfers, $1.00 per gross, and "Sew 'em on" Printed Name Tapes, $1.00 per 200. For Marking Clothing "Fast as Niagara."

SUPERIOR LINEN COMPANY, INC.
149 West 36th St., New York City.
Aprons, Blankets, Caps, Counterpanes, Jackets, Laundry Bags, Mattresses, Napkins, Pillows, Sheets, Spreads, Towels, etc. "Buy the Superior Way" and get Superior Service.

SCHOOL AND CAMP COMMISSARIAT

S. GUMPERT & CO.
Bush Terminal, Brooklyn, New York, Offices and Factory.

HORRIGAN & DOE CO., INC.
Faneuil Hall Market, Boston, Massachusetts.
Wholesale dealers in Meats and Provisions, Butter, Cheese and Eggs. Send for weekly quotation letter.

FRANCIS H. LEGGETT & CO.
27th St. and North River, New York City.
Wholesale Grocers and Packers' Pure Foods. Full line suitable for schools and camps.
Send your want list for quotations, please.

S. S. PIERCE CO. Est. 1831.
Tremont Bldg., Boston, Massachusetts.
School, Camp and Institution Supplies. Groceries—Confectionery—Toilet Articles. Send for price list.

JOHN SEXTON & CO.
Illinois and Kingsbury Sts., Chicago, Illinois.
Importers, Wholesale Grocers, Manufacturers of Edelweiss Food Products. **See page 853.**

STEELE-WEDELES CO.
Chicago, Illinois.
No. 10 Canned Goods, Preserves, Pickles and full line of groceries for institutions at lowest prices.

EMBLEMS AND TROPHIES

School, Class and Fraternity Pins, Rings, Fobs, Athletic and Academic Cups and Medals

J. F. APPLE CO.

120 E. Chestnut St., Lancaster, Pennsylvania.

Manufacturing Jewelers for Schools and Colleges. Write for catalog and special designs.

BAILEY, BANKS & BIDDLE COMPANY.

Philadelphia, Pennsylvania.

BASTIAN BROS. CO.

435 Bastian Bldg., Rochester, New York.

Send for special catalog of Class Rings and Pins, Society and Club Emblems. Give name of school or organization. Samples of commencement announcements sent on request.

J. F. CALDWELL & CO.

Juniper and Chestnut Sts., Philadelphia, Pennsylvania.

DIEGES & CLUST, INC.

73 Tremont St., Boston, Massachusetts.

1011 Chestnut St., Philadelphia, Pennsylvania.

15 John St., New York City.

Oliver Bldg., Pittsburgh, Pennsylvania.

58 West Randolph St., Chicago, Illinois.

Manufacturing Specialty Jewelers. Write to the "Maker and Finder of the Unusual."

DORRETY OF BOSTON.

387 Washington St., Boston, Massachusetts.

Class Pins and Rings, Medals, Cups, Trophies. Catalogs and designs on request.

THE CHAS. H. ELLIOTT CO.

17th St. and Lehigh Ave., Philadelphia, Pennsylvania.

MANUFACTURING JEWELERS—Class Pins and Rings, Fraternity Pins, Medals, Cups, Plaques. Write for catalog or special designs. **See page 643, 645.**

C. K. GROUSE COMPANY.

500 Bruce Ave., North Attleboro, Massachusetts.

Manufacturers of High School, College and Fraternity Pins, Rings, Fobs and Medals. Special Order Work.

I. KRAUS.

134 Clinton St., New York City.

Medals, Prize Cups, Trophies, Felt Banners, Regalia, Badges. Write for Illustrated Catalog of School, College and Club Emblems.

J. F. NEWMAN.
11 John St., New York City; 31 N. State St., Chicago, Illinois; 701 Grand Ave., Kansas City, Missouri; 150 Post St., San Francisco, California.

H. W. PETERS CO.
5178 Washington St., Boston, Massachusetts.
MANUFACTURING JEWELERS. Largest in Boston. Write for catalog and designs of any article you desire.

SKILLKRAFTERS, INC.
1723 Ranstead St., Philadelphia, Pennsylvania.
Manufacturers of "HONOR QUALITY" Class, School and Camp Pins and Rings, Fraternity Pins, Medals, etc. Special designs and catalogs sent upon request.

SMITH PATTERSON CO.
52 Summer St., Boston, Massachusetts.
Official Fraternity Jewelers. Correspondence solicited.

ROBERT STOLL. Est. 1885.
12–16 John St., New York City.

WARREN & COMPANY.
108 Fulton St., New York City.

WEYHING BROS. MFG. CO.
241 Woodward Ave., Detroit, Michigan.
"Jewelrymen of the Better Kind." Class Pins, Class Rings, Fraternity Crests and Mountings, Athletic Medals and Badges, Prize Cups. Catalog or designs on request.

MILITARY UNIFORMS AND EQUIPMENT

COTRELL AND LEONARD. Est. 1832.
472–478 Broadway, Albany, New York.
Academic Caps, Gowns and Hoods; Masters' Gowns.

COX SONS & VINING.
72–74 Madison Ave., New York City.

DE MOULIN BROS. & CO.
Greenville, Illinois.
Manufacturers of Military Uniforms and Equipment, Costumes, Regalia, Banners, Badges, Flags.

SIGMUND EISNER CO.
Red Bank, New Jersey. N. Y. Salesroom 105 Fifth Ave.
Military Uniforms and Equipment, Camp Outfitters, Official National Outfitter to Boy Scouts of America.

HARDING UNIFORM & REGALIA CO.
22 School St., Boston, Massachusetts.

THE HENDERSON-AMES CO.
Kalamazoo, Michigan.
Manufacturers of Military School Uniforms and Equipments. Presentation Swords, Banners, Badges, Class Pins.

HIRSCH WEINTRAUB AND CO.
919-21 Walnut St., Philadelphia, Pennsylvania.
Military Uniforms for Every Purpose.

WM. LEHMBERG.
928 Arch St., Philadelphia, Pennsylvania.
Military Equipments, Flags, Banners, School Pennants.

THE M. C. LILLEY & CO. Est. 1865.
Columbus, Ohio.
College Uniform Contractors. Military Uniforms and Equipment. Manufacturers of Presentation Swords.

JACOB REED'S SONS. Est. 1824.
1424–1426 Chestnut St., Philadelphia, Pennsylvania.

RUSSELL UNIFORM CO.
1600 Broadway, New York City.

SCHOOL OUTFITTERS

ALPHEN, INC.
450 Fifth Ave., New York City, Trenton, Washington, Paris.
Catering exclusively to the apparel needs of the student.

B. ALTMAN & CO.
Madison Ave.—Fifth Ave.
34th and 35th Sts., New York City.

BEST & CO.
Fifth Ave. at 35th St., New York City.

BROOKS BROTHERS. Est. 1818.
Madison Ave. cor. 44th St., New York City.
Little Building, Tremont St., Boston, Massachusetts.
Everything for men's and boys' wear.

CRIPPEN AND REID.
501 E. Preston St., Baltimore, Maryland.
"Miss Saratoga" Tailored Middy Suits and Middy Blouses. For School, College and outing wear. Style Plates on request.

A. DE PINNA CO.
Fifth Ave. at 50th St., New York City.

CHARLES H. DUDLEY, INC.
Hanover, New Hampshire.
929 Little Bldg., Boston, Massachusetts.
The Dudley Superior Quality Shaker Sweaters. Fine Athletic Goods. Uniforms and Costumes for Colleges, Schools and Summer Camps. Official Outfitter to more than 100 Summer Camps and Schools. **See page 641.**

WM. FILENE'S SONS CO.
Summer and Washington Sts., Boston, Massachusetts.
School Costumes. School Outfitting. Apparel for School Boys and School Girls.

MAX GOODMAN & SON.
88 Hester St., New York City.
Specialists in outfitting for Boys' and Girls' Schools. **See page 640.**

C. F. HOVEY CO.
Summer and Chauncy Sts., Boston, Massachusetts.
In our Specialty Shops there can be found correct and distinctive dress for school and camp for every type of boy and girl from six to eighteen.

F. C. HUYCK & SONS.
Albany, New York.
Huyck Sitting-Out Bags for Open-Air Schools.

R. H. MACEY & CO.
Herald Square, New York City.

JAMES McCREERY & CO.
34th St., New York City.

E. R. MOORE COMPANY.
932 Dakin St., Chicago, Illinois.
Academic Caps—Gowns and Hoods—For Sale or Rental. Judicial, Clerical, Baptismal and Choir Gowns.
See page 640.

THE PREMIER NOVELTY WORKS.
West Farms Station, New York.
Makers Washproof Linen Name Tapes for identifying wearing apparel and household linen of every description. Write for samples and circulars of this inexpensive necessity.

ROGERS PEET COMPANY.
842 Broadway at 13th St., New York City.

FRANKLIN SIMON & CO.
Fifth Ave., 37th and 38th Sts., New York City.
School Outfitting a Specialty.

STROUSE-BAER CO.
501 East Preston St., Baltimore, Maryland.
Jack Tar Togs. Middies, Dresses, Bloomers, Skirts. For Girls' Schools and Summer Camps.

JOHN WANAMAKER.
New York City.
The School and College Bureau has for many years been serving some of the largest and most prominent schools of the country with uniforms and outfits of all kinds. Information furnished on request.

ATHLETIC AND GYMNASIUM EQUIPMENT

JAMES W. BRINE CO.

286 Devonshire St., Boston, Massachusetts.

Harvard Outfitters—Manufacturers, Wholesalers and Retailers of Athletic Supplies—specializing in the outfitting of Boys' and Girls' Schools. **See page 641.**

COLUMBIA GYMNASIUM SUIT CO.

301 Congress St., Boston, Massachusetts.

Manufacturers of Gymnasium Outfits, Camp Costumes, Athletic and Sport Clothes of all descriptions.

MAX GOODMAN & SON.

88 Hester St., New York City.

Gymnasium Clothes, Athletic Uniforms. **See page 638.**

FRED MEDART MANUFACTURING CO.

Potomac and De Kalb Sts., St. Louis, Missouri.

Manufacturers of Gymnasium Apparatus. Write for catalog. **See page 621, 647.**

E. R. MOORE COMPANY.

932 Dakin St., Chicago, Illinois.

Outfitters of Gymnasium Apparel for Women, High Schools, Colleges, Private Schools, Y.W.C.A.'s and Universities throughout the Country. **See page 639.**

THOMAS E. WILSON & CO.

New York City,	Chicago,	San Francisco,
25 W. 45th St.	701 N. Sangamon St.	609 Mission St.

WILSON Equipment for every sport, including the internationally famous Ayres Tennis Balls, the Wilson-McLoughlin and Superstroke Tennis Rackets. Manufacturers of the famous Official Intercollegiate J–4 Basketballs and A–5 Footballs, the patented double lined balls that always keep their shape. Publishers of Wilson Athletic Library and authoritative rule and instruction books. Send for catalog and free book on Cage Ball and Biff, the ideal games for camp and school. **See page 642.**

WRIGHT & DITSON.

344 Washington St., Boston, Massachusetts.

Headquarters for Baseball, Football, Tennis, Volleyball, Basketball, Golf, Field and Ice Hockey, Boys' Camp Suits, Uniforms and Shoes for all sports. Write for catalog.

CAMP OUTFITTERS

ABERCROMBIE & FITCH CO.
Madison Ave. and 45th St., New York City.

ARMY AND NAVY STORE CO., INC.
245 W. 42d St., New York City.
Camp Outfitters—Makers of Military and Naval Uniforms and Equipments. Riding Breeches, Shirts, Middy Blouses and Hats.
Tents, Cots, Blankets and all other articles as adopted by U.S. Army and Navy in stock, immediate deliveries.

JAMES W. BRINE CO.
286 Devonshire St., Boston, Massachusetts.
Outfitted the first boys' camp. We are now outfitting numerous boys' and girls' camps. Samples, prices and advice in regard to uniforms upon application. Let us outfit your camp. **See page 640.**

CAILLE PERFECTION MOTOR CO.
1520 Caille St., Detroit, Michigan.

CAMP FIRE OUTFITTING CO.
16 W. 22d St., New York City.

GEORGE B. CARPENTER & CO.
440 Wells St., Chicago, Illinois.

CHARLES H. DUDLEY, INC.
Hanover, New Hampshire.
929 Little Bldg., Boston, Massachusetts.
The Dudley Superior Quality Shaker Sweaters. Fine Athletic Goods. Uniforms and Costumes for Colleges, Schools and Summer Camps.
Official Outfitter to more than 100 Summer Camps and Schools. **See page 638.**

WM. FILENE'S SONS CO.
Summer and Washington Sts., Boston, Massachusetts.
Official Outfitters for Girl Scouts. Regulation camp outfits for boys and girls.

HANOLD OUTFITTING COMPANY.
Standish, Maine.
Complete Costumes for Girls' Summer Camps, Schools and Colleges. "A New and Better Service" which guarantees prompt deliveries.

HORTON MFG. CO.
185 Horton St., Bristol, Connecticut.
"Bristol" Fishing Rods.

OLD TOWN CANOE CO.
1493 Middle St., Old Town, Maine.

SCHOVERLING, DALY & GALES. Est. 1867.
302–304 Broadway, New York City.
Camp Outfits, Fishing Tackle, Guns, Sporting Goods and Athletic Supplies—Baseball Uniforms, Tennis Accessories, Golf and Hockey Supplies. Outing Clothing, Sweaters, Suits and Boots. Tents, Camp Furniture and Canoes. Bicycles. Catalogs mailed on receipt of ten cents. State what you are interested in.

ALEX. TAYLOR & CO., INC.
26 East 42d St., New York City.
Specialize in outfitting Boys' and Girls' Camps. Quality athletic and outing wear. Sports equipment and every requisite for campers.
Prompt and courteous service. (Special rates to owners.) Expert advice on request. Write for our catalog.

THOMAS E. WILSON & CO.
25 West 45th St., N.Y. 701 N. Sangamon St., Chicago. 609 Mission St., San Francisco, California.
Manufacturers of high grade Camping Equipment.
See page 640.

ATLANTIC PRINTING COMPANY.

201 South St., Boston, Massachusetts.

65 Austin St., Cambridge, Massachusetts.

John E. Lewis, President; Norman E. McPhail, Treasurer.

Printers of the 6th Edition of this "Handbook of American Private Schools, 1920-21."

Printers of *The Open Road, The Living Age.*, etc.

We have one of the largest printing plants in Greater Boston, completely equipped for composition and press work of the highest grade. Schools and Colleges are cordially invited to tell us of their needs and problems and we will gladly offer suggestions and estimates and help you to put in more attractive form your Catalogs, Year Books, Periodicals, at the lowest prices consistent with highest quality of work.

BAKER-JONES-HAUSAUER, INC.

Buffalo, New York.

Printers, Binders and Engravers. Makers of College and School Catalogs, Annuals and Calendars. An organization qualified to give you what you need.

THE CHAMPLIN PRESS, COLLEGE PRINTERS.

Hickory and Fourth Sts., Columbus, Ohio.

THE CHAS. H. ELLIOTT CO.

17th St. and Lehigh Ave., Philadelphia, Pennsylvania.

Specializing in School Catalogs with photogravure and other illustrations; originators of new designs. Write for free book of specimens. **See page 635, 645.**

GEO. H. ELLIS CO. Est. 1873. Inc. 1901.

272 Congress St., Boston, Massachusetts.

Geo. H. Ellis, Treasurer; Albert W. Finlay. President.

Printers of "American Private Schools," and "New England," also in Sargent's Handbook Series.

One of the largest printing plants in New England, completely equipped with all modern facilities for insuring quality and promptness as applied to high class work.

A long and varied experience in producing catalogs, class books, prospectuses, periodicals and miscellaneous printing for preparatory and higher grade schools and summer camps for boys and girls.

Size and style of type, size and makeup of pages, illus-

tration cuts from photographs and drawings, style of binding and all the various details of construction given careful and intelligent supervision and execution.

Requests for estimates or for information pertaining to this class of work will receive prompt response.

A. W. ELSON & CO.
Belmont, Massachusetts.
Makers of School Catalogs with Photogravures.

FOOTE & DAVIES CO. Est. 1887. Inc. 1892.
Atlanta, Georgia.
The College Publication House.
Printers, Publishers, Engravers, Artists and Commercial Photographers, Stationers, Office Outfitters.
Dummies and estimates on all kinds of school periodicals furnished without charge.

GILLESPIE BROS., INC.
681 Fifth Ave., New York City and Stamford, Conn.
Printers of School and College Catalogs and Annuals.

HORN-SHAFER CO.
3 East Redwood St., Baltimore, Maryland.
Printers and Publishers.

LINCOLN & SMITH.
530 Atlantic Ave., Boston, Massachusetts.
For Announcements **see page 646, 852.**

LORING-AXTELL COMPANY.
338 Worthington St., Springfield, Massachusetts.

J. HORACE McFARLAND CO.
Crescent and Mulberry Sts., Harrisburg, Pennsylvania.

THE MERRYMOUNT PRESS. D. B. Updike. Est. 1893.
232 Summer St., Boston, Massachusetts.

QUEEN CITY PRINTING CO.
Charlotte, North Carolina.
Printers, Binders and Engravers.

THE STETSON PRESS, INC.
195 Fort Hill Sq., Boston, Massachusetts.

WESTBOOK PUBLISHING COMPANY.
1217 Market St., Philadelphia, Pennsylvania.
Print School Magazines for anywhere in U.S. Business by mail—simple, rapid system. Fine work, low rates.
Regular and prompt deliveries by parcel post special.

STATIONERS, PRINTERS AND ENGRAVERS

THE ADAMS STATIONERY CO.
Holyoke, Massachusetts.
Makers of Steel Engraved Stationery, Theme Papers, Pads, Composition Books and all School Papers.
SEND FOR SAMPLES AND PRICES.

AMBASSADOR STATIONERY CO.
Middletown, Connecticut.

AMES & ROLLINSON.
206 Broadway, New York City.
Diploma Makers, Designers, Illuminators.

EDUCATIONAL PRESS.
50 Bromfield St., Boston, Massachusetts.
Printers and Publishers for over thirty years. Commercial Printing. Monotype Composition. Pamphlet and General Book Binding. **Binders of this Handbook.**

THE CHAS. H. ELLIOTT COMPANY.
17th St. and Lehigh Ave., Philadelphia, Pennsylvania.
Diplomas, Steel Engraved Stationery, Commencement Invitations and Programs, Class Crests. Samples upon request. **See page 635, 643.**

FEDERAL ENGRAVING CO.
143 Federal St., Boston, Massachusetts.
Photo Engravers. Makers of halftones of high quality. We invite schools to seek our advice in regard to illustrations, and the making of halftone cuts from photographs for their catalogs, books of views and booklets. Write us in regard to your needs. Send us the photographs, and we will make suggestions and estimates. Let us send you samples. **All illustrations for Sargent's Handbooks made by us.**

WM. FREUND & SONS. Est. 1865.
16–20 East Randolph St., Chicago, Illinois.
Engraved Invitations, Cards, Diplomas, Menus, Programs, Book Plates, College, Fraternity and Class Stationery.

HARPER ILLUSTRATING SYNDICATE. Est. 1891.
98 N. Fourth St., Columbus, Ohio.
Steel die embossing for schools, business, professions and corporations.

HUDSON PRINTING COMPANY.

146 Summer St., Boston, Mass. Plant at Hudson, Mass.

Originators of "Something Different" in printing. We write up, print and bind School and Summer Camp Booklets. Expert service at living prices. Halftones and Camp Stationery.

B. C. KASSELL.

105 North Clark St., Chicago, Illinois.

Diplomas and Certificates.

LINCOLN & SMITH.

530 Atlantic Ave., Boston, Massachusetts.

Master Printers. Artists in the production of School Catalogs. Booklets, Books of Views.

Let us help you with our printing problems. We will gladly make suggestions and estimates. For a further announcement **see page 644, 852.**

OVAL & KOSTER.

700 West Washington St., Indianapolis, Indiana.

SKILLKRAFTERS, INC.

1723 Ranstead St., Philadelphia, Pennsylvania.

Manufacturing Stationers and Engravers—Die Stamped College, Fraternity and Camp Stationery. Commencement and Dance Invitations and Programs. Greeting Cards and Diplomas. Samples upon request.

WARD'S.

57–61 Franklin St., Boston, Massachusetts.

Stationery, Engraving, Invitations, Programs, Menus. College and Fraternity Stationery. School Supplies.

SCHOOLHOUSE CONSTRUCTION

Heating and Lighting Systems, Lockers, Fire Escapes, Flooring, etc.

DETROIT HEATING & LIGHTING CO. Est. 1881.
585 Wight St., Detroit, Michigan.

DOW FIRE ESCAPE WORKS. Est. 1876.
Louisville, Kentucky.

KAUSTINE COMPANY, INC.
Buffalo, New York.
Sanitary Indoor Toilets for Schools. "The Kaustine System of Sanitation" illustrates and describes practicable sewage disposal equipment. Kaustine System (Chemical) Toilets where water is unavailable. Hydro-Kaustine Septic Tanks for districts having water but no sewer. This catalog sent on request.

MARBLELOID COMPANY.
Broadway and 34th St., New York City.
Marbleloid Fireproof Composition Flooring, used over wood and concrete, in new and old construction.

FRED MEDART MANUFACTURING CO.
Potomac and De Kalb Sts., St. Louis, Missouri.
Manufacturers of Playground Apparatus. Write for catalog. **See page 621, 640.**

ALBERT RUSSELL & SONS COMPANY.
135 Merrimack St., Newburyport, Massachusetts.
Bronze Memorial and Inscription Tablets.

STANDARD CONVEYOR CO.
North St. Paul St., Minneapolis, Minnesota.

WAXHAM LIGHT COMPANY.
318 West 46th St., New York City.
Lighting Systems for private schools, summer camps, etc., $100 up. Gasoline lantern and table lamps from $7.50 up. Used by camps listed in this book. Names on request.

SCHOOL ARCHITECTS AND ENGINEERS

CLAUSEN & KRUSE.
315 Central Bldg., Davenport, Iowa.
We specialize on Schoolhouse Planning and Construction.

FRANK IRVING COOPER.
33 Cornhill, Boston, Massachusetts.
Specialist in Schoolhouse Planning, Chairman National Education Association Committee on Schoolhouse Planning and Construction.

HASBROUCK-KING CO.
11 East 44th St., New York City.
Swimming Pool Engineers. Designing, Construction, Sanitation, Tiling. Many years' experience. Tell us your troubles.

KILHAM & HOPKINS.
9 Park St., Boston, Massachusetts.

SCHENCK & WILLIAMS.
908 Mutual Home Bldg., Dayton, Ohio.

JOHN SIMPSON.
620 Essex Bldg., Newark, New Jersey.
Architect and Engineer. Simpson designed fireproof schools cost no more than fire traps.

PHOTOGRAPHERS AND PHOTO SUPPLIES

CIRKUT PHOTO SHOP.
1731 Orrington Ave., Evanston, Illinois.
Specialists in School and College Large Group Photographs.

NOTMAN PHOTOGRAPHIC COMPANY.
4 Park St., Boston, Massachusetts.

THE PUBLISHERS' PHOTO SERVICE, INC.
507 Fifth Ave., New York City.
Photographs for illustrations from all parts of the world, on travel, industrial, educational and scientific subjects, also enlargements for framing. Lantern slides on all subjects.

SCHOOL AND CAMP ANNOUNCEMENTS

INDEX TO ANNOUNCEMENTS

	PAGE
ABBOT ACADEMY, Andover, Mass.	726
ABBOTT SCHOOL, THE, Farmington, Me.	656
ADIRONDACK-FLORIDA SCHOOL, THE, Rainbow Lake, N.Y.	709
ALLEN-CHALMERS SCHOOL, West Newton, Mass.	716
ALOHA SUMMER SCHOOL, CAMP, Holderness, N. H.	791
AMERICAN ACADEMY OF DRAMATIC ARTS, New York City	773
AMES FAMILY SCHOOL, Chicopee, Mass.	768
ANAWAN, CAMP, Meredith, N.H.	789
ANTHONY WAYNE, CAMP, Welcome Lake, Pa.	797
ARNOLD SCHOOL, THE, Pittsburgh, Pa.	700
ASHEVILLE SCHOOL, THE, Asheville, N.C.	706
BALOO, CAMP, Hawkeye, N.Y.	796
BANCROFT SCHOOL, THE, Worcester, Mass.	724
BATTLE CREEK SANITARIUM SCHOOL OF HOME ECONOMICS, Battle Creek, Mich.	776
BATTLE CREEK TRAINING SCHOOL FOR NURSES, Battle Creek, Mich.	778
BEACON SCHOOL, Brookline, Mass.	763
BEARD'S SCHOOL FOR GIRLS, MISS, Orange, N.J.	748
BEECHWOOD, Jenkintown, Pa.	750
BELMONT SCHOOL, Belmont, Cal.	714
BENNETT SCHOOL OF LIBERAL AND APPLIED ARTS, THE, Millbrook, N.Y.	744
BERKELEY-IRVING SCHOOL, New York City	681
BERKSHIRE SCHOOL, Sheffield, Mass.	669
BIRMINGHAM SCHOOL, Birmingham, Pa.	754
BISHOP HOPKINS HALL, Burlington, Vt.	723
BISHOPTHORPE MANOR, South Bethlehem, Pa.	750
BLAIR ACADEMY, Blairstown, N.J.	691
BORDENTOWN MILITARY INSTITUTE, Bordentown, N.J.	717
BOSTON SCHOOL OF PUBLIC SPEAKING, Boston, Mass.	768
BRADFORD ACADEMY, Bradford, Mass.	725
BREMESTEAD, Bolton Landing, Lake George, N.Y.	746
BRIARCLIFF SCHOOL FOR GIRLS, Briarcliff Manor, N.Y.	743
BROWN SCHOOL OF TUTORING, New York City	684
BROWNE & NICHOLS SCHOOL, THE, Cambridge, Mass.	660
BURNHAM (MARY A.) SCHOOL, THE, Northampton, Mass.	734
CAMBRIDGE-HASKELL, Cambridge, Mass	730
CAMBRIDGE SCHOOL OF DOMESTIC ARCHITECTURE AND LANDSCAPE ARCHITECTURE, Cambridge, Mass	769

PAGE

CANTERBURY SCHOOL, New Milford, Conn. 677
CARLTON ACADEMY, Summit, N.J. 692
CASCADILLA SCHOOLS, Ithaca, N.Y. 690
CASTLE HEIGHTS MILITARY ACADEMY, Lebanon, Tenn. . 720
CATHEDRAL SCHOOL OF ST. MARY, Garden City, N.Y. . 740
CENTENARY COLLEGIATE INSTITUTE, Hackettstown, N.J. 747
CENTRAL INSTITUTE FOR THE DEAF, St. Louis, Mo. . . . 779
CENTRAL SCHOOL OF HYGIENE AND PHYSICAL EDUCATION, THE, New York City 773
CHAMBERLAYNE SCHOOL, THE, Boston, Mass. 730
CHAMPLAIN, CAMP, Malletts Bay, Vt. 792
CHAUNCY HALL SCHOOL, Boston, Mass. 658
CHEVY CHASE COUNTRY DAY SCHOOL, Chevy Chase, Md. 766
CHOATE SCHOOL, THE, Wallingford, Conn. 670
CLAREMONT SCHOOL FOR BOYS, Claremont, Cal. 715
COLLEGIATE SCHOOL FOR GIRLS, Richmond, Va. 757
COLUMBIA INSTITUTE, Columbia, Tenn. 759
COLUMBIA SCHOOL OF MUSIC AND ARTS, Richmond, Va. 775
CORA WILLIAMS INSTITUTE, THE, Berkeley, Cal. 766
COUNTRY DAY SCHOOL, THE, Kansas City, Mo. 710
COWLES SCHOOL, THE, Philadelphia, Pa. 752
CULVER MILITARY ACADEMY, Culver, Ind. 719
CUMNOCK SCHOOL OF EXPRESSION, Los Angeles, Cal. . . . 779
CURTIS SCHOOL, THE, Brookfield Center, Conn. 676

DAKOTA SCHOOL FOR BOYS, Dakota, Ill. 710
DANA HALL, Wellesley, Mass. 729
DANVILLE MILITARY INSTITUTE, Danville, Va. 718
DEERFIELD ACADEMY, Deerfield, Mass. 675
DONALDSON SCHOOL, Ilchester, Md. 704
DREW SEMINARY, Carmel, N.Y. 745
DWIGHT SCHOOL FOR GIRLS, Englewood, N.J. 748

EASTFORD SCHOOL, Eastford, Conn. 795
EASTFORD CAMPS, Eastford, Conn. 795
ELY SCHOOL FOR GIRLS, THE, Greenwich, Conn. 738
ERSKINE SCHOOL, THE, Boston, Mass. 728
ETHICAL CULTURE SCHOOL, New York City. 772

FAELTEN PIANOFORTE SCHOOL, Boston, Mass. 770
FERRY HALL, Lake Forest, Ill. 760
FESSENDEN SCHOOL, THE, West Newton, Mass. 661
FINCH SCHOOL, THE, New York City. 741
FITZHUGH, CAMP, Sodus Bay, Lake Ontario, N.Y. 797
FRANKLIN AND MARSHALL ACADEMY, Lancaster, Pa. . . . 699

GARDNER SCHOOL, THE, New York City. 741
GARLAND SCHOOL OF HOMEMAKING, THE, Boston, Mass. 769

PAGE
Garrison Forest School, Garrison Forest, Md..... 756
Gilman Country School, The, Roland Park, Md..... 702
Glacier Park Ranch School, Glacier Park, Mont.. 798
Glen Eden, Stamford, Conn..... 740
Gunston Hall, Washington, D.C..... 756

Hackley School, The, Tarrytown, N.Y..... 687
Hallock School, The, Great Barrington, Mass..... 668
Hamilton Camps, Raymond, Me..... 785
Hanoum, Camp, Thetford, Vt..... 788
Harrisburg Academy, Harrisburg, Pa..... 701
Highland Hall, Hollidaysburg, Pa..... 753
Hill School, The, Pottstown, Pa..... 697
Hillside, Norwalk, Conn..... 738
Horace Mann School, The (Girls), New York City.. 764
House in the Pines, Norton, Mass..... 732
Howe and Miss Marot's School, Miss, Thompson, Conn..... 733
Howe School, Howe, Ind..... 711
Huntington School, The, Boston, Mass..... 657

Interlaken, Camp, Manchester, Me..... 784

Junior Academy, The, Bradford, Mass..... 724

Katharine Branson School, The, San Rafael, Cal.... 762
Kawasawa, Camp, Lebanon, Tenn..... 720
Kee-Mo Sah-Bee, Camp, Mullet Lake, Mich..... 799
Kent Place, Summit, N.J..... 747
Kineo Camps for Boys, Harrison, Me..... 782
Kineowatha Camps for Girls, Wilton, Me..... 783
Kiskiminetas Springs School, Saltsburg, Pa..... 700

Lake Placid School, Lake Placid, N.Y..... 708
Lasell Seminary, Auburndale, Mass..... 731
Lawrence School, The, Hewlett, L.I., N.Y..... 682
Lawrenceville School, The, Lawrenceville, N.J..... 696
Lincoln School, The, Providence, R.I..... 737
Long Lake Lodge, North Bridgton, Me..... 785
Loomis Institute, Windsor, Conn..... 680
Los Alamos Ranch, Buckman, N.M..... 712
Luther Gulick Camps, The, South Casco, Me..... 788

McAllister School, The, Concord, Mass..... 660
McClintock's School, Miss, Boston, Mass..... 728
Macduffie School, The, Springfield, Mass..... 735
Mackenzie School, Monroe, N.Y..... 690
Marlborough School, The, Los Angeles, Cal..... 761

	PAGE
Massee Country School, Stamford, Conn.	680
Menuncatuk, Camp, Guilford, Conn.	796
Milford School, The, Milford, Conn.	679
Mills School, Miss, Mt. Airy, Philadelphia, Pa.	751
Mohonk School, The, Lake Mohonk, N.Y.	682
Montclair Academy, Montclair, N.J.	691
New England Conservatory of Music, Boston, Mass.	771
New York School of Fine and Applied Art, N.Y.C.	774
New York School of Music and Arts, New York City	774
Newman School, Lakewood, N.J.	693
Nokomis, Camp, Harrison, Me.	784
Normal School of Physical Education, Battle Creek, Mich.	777
Norman White's Camp, Mrs., Orleans, Mass.	794
Oldfields, Glencoe, Md.	749
Page Military Academy, Los Angeles, Cal.	722
Palm Beach Private School, The, Palm Beach, Fla.	767
Pawling School, Pawling, N.Y.	686
Peddie Institute, The, Hightstown, N.J.	694
Phillips Exeter Academy, The, Exeter, N.H.	655
Piedmont Academy, Piedmont, Cal.	713
Pinnacle, Camp, Lyme, N.H.	790
Powder Point School, The, Duxbury, Mass.	662
Princeton Preparatory School, Princeton, N.J.	692
Raymond Riordon School, The, Highland, N.Y.	688
Riverdale Country School, New York City	683
Rivers' Open-Air School, Mr., Brookline, Mass.	659
Rockies for Boys	798
Rogers Hall, Lowell, Mass.	727
Romany, Camp, Eastford, Conn.	794
Roosevelt Military Academy, W. Englewood, N.J.	718
Rosemary Hall, Greenwich, Conn.	739
Roxbury School, Cheshire, Conn.	678
Rumsey Hall, Cornwall, Conn.	674
Rutgers Preparatory School, New Brunswick, N.J.	695
St. Albans, Washington, D.C.	704
St. Faith's School, Saratoga Springs, N.Y.	745
St. George's School, Middletown, R.I.	665
St. George's School, Norfolk, Va.	765
St. James School, St. James, Md.	702
St. John's Military Academy, Delafield, Wis.	721
St. John's Schools, Manlius, N.Y.	717
St. Luke's School, Wayne, Pa.	698

PAGE
SANFORD SCHOOL, THE, Redding Ridge, Conn..... 674
SANTA BARBARA GIRLS' SCHOOL, Santa Barbara, Cal... 762
SARGENT CAMP, Peterboro, N.H..... 780
SARGENT SCHOOL FOR PHYSICAL EDUCATION, THE, Cambridge, Mass..... 780
SAVAGE SCHOOL FOR PHYSICAL EDUCATION, N.Y.C..... 772
SCIENCE HILL SCHOOL, Shelbyville, Ky..... 758
SEARING'S SCHOOL, MISS, Morristown, N.J..... 754
SEWANEE MILITARY ACADEMY, Sewanee, Tenn..... 720
SHATTUCK SCHOOL, Faribault, Minn..... 721
SILVER BAY SCHOOL, Silver Bay on Lake George, N.Y. 689
SILVER LAKE, CAMP, Hawkeye P.O., N.Y..... 796
SMEAD SCHOOL FOR GIRLS, Toledo, Ohio..... 758
SNYDER OUTDOOR SCHOOL, Chicago, Ill..... 707
SOUTH POND CABINS, Fitzwilliam, N.H..... 790
SPENCE SCHOOL FOR GIRLS, THE, New York City..... 742
STEARNS SCHOOL, THE, Mont Vernon, N.H..... 656
STONE SCHOOL, THE, Cornwall, N.Y..... 685
STONE SCHOOL, THE, Boston, Mass..... 658
STUART HALL, Staunton, Va..... 757
STUYVESANT SCHOOL, Warrenton, Va..... 705
SUFFIELD SCHOOL, Suffield, Conn..... 672

TABOR ACADEMY, Marion, Mass..... 663
TAFT SCHOOL, THE, Watertown, Conn..... 671
TECONNET, CAMP, China, Me..... 781
TEELA-WOOKET CAMPS, THE, Roxbury, Vt..... 793
TEMPLE UNIVERSITY, Philadelphia, Pa..... 775
TIMANOUS, CAMP, Raymond, Me..... 785
TOME SCHOOL, THE, Port Deposit, Md..... 703
TREAT'S SCHOOL, Oak Bluffs, Mass..... 664

WALNUT HILL SCHOOL, Natick, Mass..... 732
WAWENOCK, CAMP, Raymond Cape, Me..... 786
WHEELER SCHOOL, North Stonington, Conn..... 672
WHEELER (MARY C.) TOWN AND COUNTRY SCHOOL, Providence, R.I..... 736
WILBRAHAM ACADEMY, Wilbraham, Mass..... 666
WILDMERE, CAMP, Harrison, Me..... 787
WILDWOOD WINTER SCHOOL, Rockwood, Me..... 715
WILKES-BARRE INSTITUTE, Wilkes-Barre, Pa..... 755
WILLIAM PENN CHARTER SCHOOL, THE, Philadelphia, Pa. 698
WILLISTON SEMINARY, Easthampton, Mass..... 667
WINNAHKEE, CAMP, Malletts Bay, Vt..... 792
WINNETASKA CANOEING CAMPS, THE, Ashland, N.H... 789
WOODLAND PARK HALL, Auburndale, Mass..... 731
WORCESTER ACADEMY, Worcester, Mass..... 673



THE PHILLIPS EXETER ACADEMY, Exeter, N.H.

LEWIS PERRY, A.M., Litt.D., Principal.

The Academy furnishes the elements of a solid education by thorough instruction in all the studies required for admission to the leading Colleges and Scientific Schools.

Candidates for admission to the Phillips Exeter Academy must be at least thirteen years of age and must satisfy their instructors as to their fitness, either by examination or by certificates from former teachers. Every applicant must also furnish satisfactory evidence of good moral character.

Fifty-two endowed scholarships and many tuition scholarships are awarded yearly. The total of the funds, the income of which is devoted to this purpose, is $120,000.

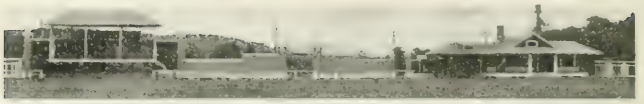
The competition for all scholarships is open to new and old students on equal terms, and the scholarships are assigned on the merits of the students as scholars, with due regard to character and pecuniary needs.

The equipment of thirty buildings comprises Recitation, Residence and Dining Halls, Gymnasium, Laboratories and Cottages.

The playing fields cover 300 acres and contain Running Track, Football Fields, Baseball Diamond, Tennis Courts and a Golf Course. The new Thompson Gymnasium contains Lockers, a Running Track, and rooms for Shower Bath, Baseball Practice, Bowling Alleys, Boxing, Swimming Pool.

Summer Session of Eight Weeks.

For Information address Chairman of Summer Session.



THE ATHLETIC FIELD

THE ABBOTT SCHOOL, Farmington, Maine.

MOSES BRADSTREET PERKINS, A.B., Head Master.

The School provides efficient instruction and a high grade equipment for a limited number of boys whose parents appreciate the absence of city distractions in a school location.

The invigorating influences of the inland Maine climate with Camping and Winter Sports are added attractions.

Small classes; promotion by subjects; department teachers; supervised evening study for all.

The Residence Hall accommodates fifty boys with separate rooms. Memorial Athletic Field is perhaps the finest possessed by any small school—two Football Fields; two Diamonds; Batting Cage; Tackling Dummy; Cinder Track; three Tennis Courts; Field House with steel lockers and shower baths.

THE STEARNS SCHOOL, Mont Vernon, N.H.

ARTHUR FRENCH STEARNS, A.B., Principal.



The Stearns School is located in a country village in the picturesque hills of southern New Hampshire. There are Tennis Courts, an Athletic Field, a Golf Course and Skating Ponds.

The Main Building includes large Recitation Rooms, Physical and Chemical Laboratories and a Gymnasium. The boys live in Lincoln Hall and Andover Hall.

The Lower School meets the growing demand for sub-fitting schools where boys may be thoroughly trained for the larger Schools and Academies.

The Upper School is for boys preparing for College. Tuition, board, and residence is $950 in the Upper, and $850 in the Lower School. Certificate admits to College.



THE SCHOOL BUILDING

THE HUNTINGTON SCHOOL.

320 Huntington Ave., Boston, Massachusetts.
IRA A. FLINNER, A.M., Head Master.

The best equipped and most comprehensive Private Day School in New England. Twenty-five masters give their whole time to three hundred boys.

The Curriculum provides careful and thorough preparation for all Colleges and Technical Schools, and the School has the privilege of Entrance by Certificate to all Colleges using the system. Business and Technical Courses are also provided.

The following features will commend themselves: Male Teachers, Small Classes, Frequent Reports; Lectures, Practical Talks; Athletics, Gymnastics, Social Features and Vocational Guidance.

An original study plan by the Laboratory Method which reduces home work to a minimum is in operation.

In order to guarantee a Flexible Curriculum and the increased efficiency of individual instruction, the work is carried on in small classes. Every boy participates in some form of Physical Exercise under the direction of teacher coaches.

The Equipment includes thirty well-ventilated Class Rooms, five Scientific Laboratories, a Woodworking Shop, Electrical Laboratory, and a complete Gymnasium with Basketball Courts, Swimming Pool, Bowling Alleys, Running Track, etc. Although located in the heart of the Back Bay section of Boston, there is ample opportunity for outdoor exercise. A large Athletic Field adjoins the building.

Write Mr. Sargent, 14 Beacon Street, Boston.

CHAUNCY HALL SCHOOL,

553 Boylston Street, Boston, Massachusetts.

FRANKLIN T. KURT, Ph.B., Principal.

Preparation for Massachusetts Institute of Technology.

This School, established in 1828, is one of the oldest Private Schools in Boston. It is centrally located in Copley Square, the most beautiful square in Boston.

For the past twelve years it has confined its activities wholly to the Preparation of young men for the Massachusetts Institute of Technology.

Not only are the students carefully trained to meet the Entrance Requirements, but especial attention is given to developing the students' powers of observation and deduction, the correct use of scientific instruments, precision of measurement and report writing.

The students learn the advantages of close application to study, and, through a Weekly Report System, are able to check their success or failure in each subject.

For the past four years Chauncy Hall School has had its limit of students before the opening of the Fall term.

As applicants are placed on the waiting list in the order of their registration, early application is desirable.

THE STONE SCHOOL,

488 Beacon St., Boston, Massachusetts.

CHARLES WELLINGTON STONE, A.M., Principal.
STILLMAN R. DUNHAM, Associate Principal.

The Stone School is a Day School of comparatively small numbers, preparing candidates for any of the Colleges and Technical Schools.

Its distinguishing feature is the great amount of personal training devoted to each individual case. It is *not* a "cramming" school. Cheerful hard work has been the tradition ever since the wonderful class of Stone, 1902, Harvard, 1906.

A candidate who has any serious purpose whatever may to his advantage compare the achievements of this School with all others; a candidate without such purpose is likely to find more remedial environment elsewhere.

The School is honored in being the chosen associate of the famous rowing school Cascadilla of Ithaca, New York, the annual eight-oared race being rowed alternately on Cayuga and on the Charles. The tuition fee is $300.

For the benefit of September candidates a Summer Session is held, the tuition fee varying with the amount of work and responsibility involved.



MR. RIVERS' OPEN AIR SCHOOL FOR BOYS,

Dean Road, Brookline, Massachusetts.

ROBERT WHEATON RIVERS, Principal.

The School is conducted entirely in Open Air Class Rooms. Out of door teaching for normal children has two objects: first, to safeguard and improve general health; second, to increase mental alertness and ability to concentrate.

The school property comprises nearly nine acres on the southwesterly slope of Fisher Hill on Dean Road.

Boys spend the entire day at the School. The Playground and Playhouse are at all times under the supervision of the masters, whose purpose is rather to encourage games and manly sports than to develop organized teams.

The course extends over eleven years and is Preparatory to College. No home study is required of boys under fourteen.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE CREW STARTING FROM NICHOLS FIELD

BROWNE AND NICHOLS SCHOOL FOR BOYS,

20 Garden St., Cambridge, Massachusetts.

GEORGE H. BROWNE, A.M.,
Rev. WILLARD REED, A.M. } Principals.



THE McALLISTER SCHOOL, Concord, Mass.

DAVID COWAN McALLISTER, A.B., Head Master.

The McAllister School, for young boys, is a continuation of the Mill Brook School, which, for the past ten years, has maintained an enviable reputation for successful work.

Its object is to teach boys how to study, how to tackle and master a problem, and to adequately prepare them to carry on successfully their work in the Secondary Schools.

Boys from this School enter Middlesex, Groton, Andover, St. Paul's, St. Mark's, Exeter and other large Schools.

For School and Camp Information and Catalogs



THE FESSENDEN SCHOOL, Inc.

A School for Young Boys, West Newton, Mass.

FREDERICK J. FESSENDEN, A.M., Head Master.

For seventeen years this School has successfully prepared boys for Hill, Hotchkiss, Exeter, Andover, Taft, St. Mark's, St. George's, St. Paul's, Middlesex, Milton and Groton.

The School property, ten miles from Boston, includes over twenty acres of land. The seven buildings, on a slight rise, command a charming view of the surrounding country.

Hart House, the Head Master's Residence, has an Infirmary on the third floor; Sanderson Hall, the Dining Room; Fessenden Hall, Offices and a Dormitory; Lane Hall, Music Rooms, a Common Room and a Dormitory; Kirke Hall, a new Common Room and a Dormitory. The Gymnasium is well equipped. A handsome Library was built in 1917. Memorial Hall recently completed contains a beautiful School Room, ten Class Rooms, a Master's Suite and accommodations for twenty-five boys.

The School receives boys at an early age and aims to give them exact training and discipline along right lines; to teach them how to study and form correct habits of work.

The boys are under constant supervision and their whereabouts at all times is known. They receive tender care and individual attention, enjoying the sympathetic, refining influence of a home, while subjected to the earnest, wholesome work of preparation for subsequent training.

The Health and Physical Development of the boys are carefully considered. The spacious grounds afford facilities for Golf, Tennis, Baseball and Football; and in the winter for Skating, Coasting, Skiing and Snowshoeing.

The charge for tuition, residence and laundry is $1300

Write Mr. Sargent, 14 Beacon Street, Boston.



BATHING BEACH AND BOATS, MAIN ENTRANCE IN BACKGROUND

POWDER POINT SCHOOL FOR BOYS,
Duxbury, Massachusetts.
RALPH K. BEARCE, A.M., Head Master.

Powder Point is highly favored in its location. It is situated in the heart of the Old Colony district, one half mile from the quaint village of Duxbury, on the southern shore of a point jutting into land-locked Duxbury Bay.

The School property includes several hundred feet of water front, part of which is sandy, affording a suitable spot for bathing. Boats are maintained for the use of the boys. In addition there are large Athletic Fields and a Cinder Track.

The School is housed in four buildings. The Residence Hall is of terra-cotta hollow tile and concrete, and is practi cally fireproof. The Gymnasium is equipped with sufficient apparatus for regular exercise work and for indoor games.

Each boy's work is formulated to meet his particular requirements, and every effort is made to give a thorough drill in all subjects, especial attention being given to any branches in which the pupil may be deficient.

The work prepares boys for College Entrance or Business. For the latter, studies are selected with a particular view to giving a good general education, with special reference to the kind of work into which the pupil expects to enter. An average of a teacher for every six boys insures personal attention.

Upper and Lower Schools are maintained. The younger boys are under the immediate care of several of the teachers and the matron. Catalog on request.



A SAILING RACE

TABOR ACADEMY, Marion, Mass. On Buzzards Bay.
WALTER HUSTON LILLARD, A.M., Principal.

Tabor Academy prepares boys to take their proper place in the world of today. It is the only School for Boys which combines with Preparation for College, Nautical Training and Cruises to Foreign Ports during the vacation periods.

Tabor is an Endowed School, founded for public service, with Scholarship opportunities for ambitious and earnest boys.

The outdoor program is made unusually attractive by the location on Buzzards Bay. Sailing, Swimming, Camping Out and Cruising are added to all of the regular sports.

The classes are small enough to allow individual attention. There is emphasis upon concentration and thoroughness.

Boys who make good efficiency records can qualify for a Summer Cruise to France or a Spring Cruise to Costa Rica.

During the summer a Special Course in Nautical Training is offered with carefully planned Cruises. This combines the recreation of a Summer Camp with practical training in Seamanship, under most attractive conditions.



BOAT DRILL ON BUZZARDS BAY

Write Mr. Sargent, 14 Beacon Street, Boston.



THE BUILDINGS AT HELENWOOD

TREAT'S SCHOOL,

November to May, Helenwood, Tennessee.
May to October, on the Sea, Oak Bluffs, Mass.

EDWIN BRYANT TREAT, M.A., Director.

Helenwood, the Winter Home of the School, is in the Cumberland Mountains. The elevation insures a fine, bracing climate, and the 7000 acre hunting preserve affords opportunity to hunt. Polo is a favorite pastime.

Oak Bluffs, Martha's Vineyard, the Spring and Summer Headquarters, affords Bathing, Boating and Fishing unsurpassed. Tennis Courts and a Golf Course are accessible.

The aim of the School is to give the best possible instruction amid healthful surroundings, free from distracting influences. As each boy's case is treated individually, under men of high character and established reputations, there are no special courses, but thorough Preparation for any College can be had. The boy is taught *how* to study.

Board and room and three hours' tutoring a day for the school year is $1800. Board and room for the Summer session is $25 a week, with $2.50 an hour for tutoring.



For School and Camp Information and Catalogs



ARDEN HALL, AUCHINCLOSS GYMNASIUM, THE OLD SCHOOL, KING HALL

ST. GEORGE'S SCHOOL, Middletown, R.I.

STEPHEN P. CABOT, A.B., Head Master.

St. George's is ideally located directly on the Atlantic Ocean. The Buildings are modern and well equipped. They include the Old School, King Hall, Arden Hall, Auchincloss Gymnasium, Twenty House and the Schoolhouse.

Boys are prepared for any College, West Point and Annapolis. Boys are eligible for admission if they are adequately prepared for the work of the forms suited to their years. As a rule a boy is not fully prepared under twelve, and new boys who are fifteen or over will not be admitted.

Religious instruction and influences are positive and continuous throughout the school course, and are in accord with the doctrine and the discipline of the Episcopal Church.



SACHUEST NECK AND ATLANTIC OCEAN FROM KING HALL TERRACE

Write Mr. Sargent, 14 Beacon Street, Boston.



HEARTH-FIRE GROUP IN THE LIVING ROOM IN RICH HALL

WILBRAHAM ACADEMY, Wilbraham, Mass.

GAYLORD W. DOUGLASS, M.A., Head Master.

MINISTERS TO THE MAKING OF WELL ROUNDED MANHOOD

PHYSICALLY. By consistent exercise, carefully planned, out of doors in fall and spring, and in the commodious and splendidly equipped Smith Memorial Gymnasium in winter.

By a well planned program providing for a proper amount of sleep and with constant watchfulness for any form of illness.

By meals at regular times, with abundant food for growing boys and a varied menu which is always satisfying.

MENTALLY. Through small class groups where each student *must* recite in *every* class every day, and where individual attention to the needs of each pupil is made possible.

Through morning study hour for *all* students under student control, and an evening study period when each boy is in his own room *alone* learning the art of solving his own problems by independent work. Through Standards of Scholarship.

MORALLY. In close comradeship with a body of men as teachers who are chosen for their qualities of leadership, strength of character and ability to properly interpret questions which involve scholastic work or life issues.

In making the English Bible a part of the regular Curriculum, because of its cultural and character building value.

In keeping Christian ideals prominent in every form of school life—Athletics, in Chapel, Class Room and Campus.

For School and Camp Information and Catalogs



WILLISTON SEMINARY, Easthampton, Mass.

ARCHIBALD V. GALBRAITH, A.B., Principal.

An endowed New England Academy for Boys.

The Classical Department is very strong, and thorough preparation for College is given. The courses in Mathematics and Science are more extensive than in other schools. The Laboratories of Chemistry, Biology, and Physics provide facilities for unusually thorough instruction. The needs of those who cannot go to College are met by courses intermediate between the best High Schools and Colleges.

Easthampton is a healthful New England village, near the base of Mt. Tom, eighteen miles north from Springfield.

The John Howard Ford Residence Hall, a magnificent building designed for fifty students and three teachers, has recently been completed. This has its own Dining Room. North Hall and South Hall contain Dormitory rooms for forty-five and twenty students respectively. These Dormitories have recently been greatly improved and modernized.

The School's Gymnasium and Playing Fields furnish ample provision for physical exercise, which is required of all students. A pond of four acres adjoins the Athletic Field and offers Skating in winter.

The Junior School occupies a Residence Hall wholly given to its use. The design of this School is to bring all helpful influences to bear upon the formative period of a boy's life. Amusements and recreation are supervised.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE SCHOOL YARD

HALLOCK SCHOOL, Great Barrington, Mass.

GERARD HALLOCK, A.M., Principal.

The primary interest of the School is careful preparation of the individual boy for College and life. The limited number permits careful supervision and intimate relations.

Scholastic efficiency, consideration of each individual boy's needs, the cultivation of leadership, honor, right habits of mind and body, a refined, manly character and the proper direction of tendencies, physical, mental and moral, are the fundamental aims of the School.

The School property of twenty-five acres lies opposite East Mountain at an elevation of nine hundred feet.

The six School Buildings, all lighted by electricity and heated by steam from a central plant, comprise Hamilton Hall, the Head Master's Residence, the center of the social and School life, in which are the Reading, Music and Dining Rooms. Here, too, live the youngest boys.

Orchard House, Field House and North House are the Dormitories. Wheeler Hall contains the Recitation Rooms and Laboratories.

The Assembly Hall is used for Chapel, Lectures and Entertainments. The Study Hall occupies its own separate building. A new Gymnasium will be ready this year.

Baseball and Football Fields, Cinder Track, Tennis Courts, Squash Courts and a Hockey Rink provide for outdoor sports. Golf, Skating, Snowshoeing, Skiing and Tobogganing are among the unusual opportunities for outdoor life.

Two partial scholarships are available for worthy candidates.

Catalog and full particulars will be sent on request.

For School and Camp Information and Catalogs



FROM LEFT TO RIGHT: GYMNASIUM, SPURR HOUSE, GLENNY HOUSE, ALLEN HOUSE, INFIRMARY, MASTER'S COTTAGE

BERKSHIRE SCHOOL, Sheffield, Massachusetts.

SEAVER B. BUCK, A.B., Head Master.

The School Estate of three hundred and fifty acres, four miles from Sheffield, lies at an elevation of nine hundred feet on the eastern slope of Mt. Everett, overlooking the beautiful valley of the Housatonic.

The School Buildings include: Glenny House, the Dormitory for the Younger Boys, connected with the Head Master's House; Spurr House, for the boys of the Fourth and Fifth Grades; Allen House, containing the School Room and Class Rooms, the Library, the Chapel and the Senior Corridor; the Hospital, with accommodations for fourteen patients. The water supply is from private reservoirs on the mountain reservation high above the School.

The Five Year Course of Study is designed to fit boys for College or for any of the Scientific Schools. The study hours are treated as of first importance and are directed with the utmost care. The number of masters is sufficient to give whatever individual assistance may be necessary, and boys whose work is unsatisfactory are required to make up their deficiencies *daily* under the direction of the master who teaches the subject.

There are unusual opportunities for open air exercise, apart from the organized school athletics. For boys who require it, classes in special gymnastic work are arranged under the supervision of the Physical Director. Special instruction is offered in Music, Drawing and Dancing.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE COMMON ROOM AND STUDY HALL

THE CHOATE SCHOOL, Wallingford, Connecticut.
GEORGE C. ST. JOHN, Head Master.

The policy is, by a large corps of masters, to give to each boy what he individually needs, without holding to any rigid system of forms. The object of the School is to strengthen in the minds of its boys high motives of action which shall permanently control their lives, and to send out boys who are trained for responsible citizenship.

The School attempts to maintain the atmosphere characteristic of our best New England homes. It prepares boys for any of the Colleges or Scientific Schools; provides a simple and regular country life; and gives to each boy the thought, care and training which parents wish their sons to have.

The Lower School prepares boys for the Upper School, as the Upper School prepares them for College.



THE GYMNASIUM

For School and Camp Information and Catalogs.



THE MAIN BUILDING

THE TAFT SCHOOL, Watertown, Connecticut.

HORACE D. TAFT, Head Master.

The object of the School is to give boys a sound training, physical, mental and moral, and to make them strong, manly and healthy men. A thorough preparation is given for any College or Scientific School.

The course of study covers five years, and it is very desirable that a boy enter as early as possible in the course. Twelve is the minimum age for the lowest class; to be admitted to a higher class, examinations must be passed.

The number of masters makes it possible for them to be in close touch with all the boys. A decided difference is made between the discipline of the younger boys and the older. The Seniors, living together on the second floor of the Main Building, have a modified system of Self-Government.

Religious exercises begin each day. Sunday morning school service is conducted by the Chaplain in Christ Church. Sunday afternoon service is led by the boys, with a talk given by the Head Master or some other speaker.

The School Instruction aims at more than thorough College Preparation. Classes are small enough to enable instructors to judge of the thoroughness of each boy's preparation of the day's work, to insist upon his best efforts, and to give him such supervision as is necessary.

Physical development is in charge of a regular master of the School, who has had special training and devotes all his time to it. All boys are expected to take vigorous part in athletics, unless parents request to have them excused. Football, Baseball, Basketball and Hockey, in each of which the boys form three teams, are part of the regular exercise of the School.

Write Mr. Sargent, 14 Beacon Street, Boston.



RECITATION HALL AND LIBRARY

THE WHEELER SCHOOL, North Stonington, Conn.

FLOOD EVERETT REED, Head Master.

A Boarding School for boys. A Day School for boys and girls. The classes are small, assuring individual attention. It is the aim of the School to develop its pupils physically, mentally and morally.



APPROACHING THE SCHOOL FROM THE NORTH, NORTH BUILDING IN FOREGROUND

SUFFIELD SCHOOL, Suffield, Connecticut.

HOBART G. TRUESDELL, A.M., Principal.

Suffield is a College Preparatory School for boys with a Junior School. It affords instruction in some Commercial Subjects. Strong Athletics, a moderate amount of Military Training, an active Y.M.C.A., and a strong Faculty of University trained men; these features all combine to give the student the very best opportunities for self-improvement



WORCESTER ACADEMY, Worcester, Mass.

SAMUEL F. HOLMES, Principal.

The aim of the School is not merely to Prepare for College but to train boys to recognize the best in life and to fit them to bear honorably the responsibilities of citizenship.

On an eminence near the outskirts of Worcester, with its extensive campus and playing fields, the School combines the advantages of a country location with the broadening influences and opportunities due to proximity to a large city.

The Equipment is unusually complete, and represents an investment of over $800,000. An efficient Faculty of twenty-three supervise the lives and progress of the two hundred and fifty boys more closely than in the larger academies. All boys admitted must purpose to Prepare for College or Technical School, and submit their records and testimonials.

Though equipped for all athletics, it is by standards of scholarship and gentlemanly bearing of its students rather than by athletic successes that the School prefers to be known. Rates: $1000 for single rooms; $850 two in room.



Write Mr. Sargent, 14 Beacon Street, Boston.



RUMSEY HALL, Cornwall, Connecticut.

LILLIAS RUMSEY SANFORD, Head of the School.
LOUIS HENRY SCHUTTE, A.M., Head Master.

A Home School for young boys, in a beautiful valley among the Litchfield Hills. Prepares for the best secondary schools, including Choate, Exeter, Groton, Hill, Hotchkiss, Lawrenceville, Middlesex, Pawling, Pomfret, Ridgefield, Salisbury, St. Mark's, St. Paul's, Taft. Annual charge, $1200.

THE SANFORD SCHOOL, Redding Ridge, Conn.

DANIEL S. SANFORD, A.M., Head Master.

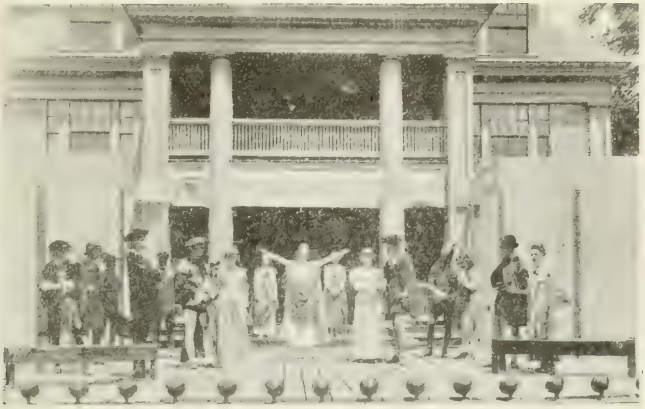
A Country School, in a healthful locality, situated seven hundred feet above sea level, overlooking Long Island Sound fifteen miles away.

Founded on the belief that for most boys in their teens no better environment exists than that of the old New England farming community with its variety of interests, occupations and responsibilities, the School aims to utilize so far as possible, its farm and rural environment for educational purposes.

The boys from nine to twelve years of age, in the Junior Department, have separate school rooms and dormitory. In this department, much is made of Music, Dancing, Drawing, Manual Training and Nature Study, in addition to the regular academic work. The Upper School, for boys in their teens, prepares for all Colleges and Technical Schools

The classes are small. There are no forms. Each boy is given what he most needs, irrespective of what the other boys are doing.

Especial emphasis is laid upon out of door life and amusements, including Camping and Woodcraft, as well as Organized Sports.



DEERFIELD ACADEMY, Deerfield, Massachusetts.
FRANK L. BOYDEN, A.B., Amherst, '02, Director.

Deerfield Academy is an endowed Home School, true to the old traditions of Scholarship and Moral Training, but thoroughly modernized and completely in touch with the life of the time.

The Day School is open to Girls from the surrounding region. The Boarding Department is exclusively for Boys.

A new splendidly equipped Dormitory with accommodations for fifty boys will be ready for occupancy in the fall of 1920.

The School offers a four year High School Course in Preparation for College and the School Certificate is accepted at all Colleges that admit without examination.

Dramatic Performances, in which the whole School take part, are frequently held and are made a valuable means of training. Athletics, Football and Baseball and Winter Sports.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE GYMNASIUM

THE CURTIS SCHOOL FOR YOUNG BOYS, Brookfield Center, Connecticut.

FREDERICK S. CURTIS, Yale, Principal.
GERALD B. CURTIS, Columbia, Assistant Principal.

Forty-sixth year under its founder.

Good buildings and attractive surroundings are only accessories to the intimate life of a school. The real work in education is accomplished by the person. The school can rise no higher than the character of those who give it life.

This is a Sub-Preparatory School for thirty boys, living in intimate personal association with their masters and teachers. The instructors are of sufficient number to insure individual attention to every boy, and of such varied training that all the needs of the pupils are met.

The School is truly democratic in spirit and practice. Responsibility is placed upon every boy for the execution of certain tasks of work and regular duties outside the school room. They are taught that manual labor is dignified and ennobling.

To supply simply good physical conditions, conventional schoolroom instruction under efficient teachers, desirable companions, sports and other entertainments is not enough. Some essentials not usually cataloged are taught here.

The property of the School occupies fifty picturesque acres. Its buildings are the large Residence, School House, Gymnasium, the Study in the grove and farmer's house.



CANTERBURY SCHOOL, New Milford, Conn.

NELSON HUME, Ph.D., Head Master.

RT. REV. JOHN J. NILAN, D.D., Bishop of Hartford, *Patron*
HENRY O. HAVEMEYER, President
CLARENCE H. MACKAY, Vice-President
JAMES A. FARRELL — CONDE B. PALLEN
NELSON HUME — ALLAN A. RYAN
Trustees

Canterbury School was founded in 1915 as a College Preparatory boarding school for Catholic boys. Its purpose is to maintain the highest standards of scholarship, discipline and general management, and at the same time give a sound training in the doctrines and practices of their religion.

The Head Master and all the teachers are laymen. A regularly appointed chaplain visits the school every week-end. The boys, from twelve to eighteen years old, represent the best type of American youth.

The School Grounds of sixty acres are healthfully situated at an elevation of five hundred feet.

There are two modern, well equipped school buildings providing single rooms for most of the boys. The Chapel is a separate building adjoining the Main House. There are also two Baseball Fields, two Football Fields, three Tennis Courts, a Hockey Rink and a Running Track. All Athletics are under skillful direction, and there are several teams in each sport. The country is conducive to outdoor life.

The School is remarkable for its excellent spirit of discipline and study, its pleasant and homelike atmosphere, the character of its boys and masters, and its success, by means of close personal interest, in teaching boys how to study.

Write Mr. Sargent, 14 Beacon Street, Boston.

THE ROXBURY SCHOOL, Inc.,
Cheshire, Connecticut.
W. L. FERRIS, A.B., Head Master.

Roxbury is a special type of Preparatory School which has made a remarkable record in enabling boys to pass College Entrance Examinations. The College Board Examination is very difficult. It is too exacting to be met by mass education.

In Secondary Schools, as in Colleges, boys have been taught in large classes. The individual has been lost in the group. He must keep up or drop out. This is unfair. There are many boys whose mental processes are unevenly developed. They take naturally to Mathematics and Science and cannot, apparently, do their Languages, or *vice versa*. Others may be temperamentally unfit to work in large classes. There are indeed, few boys who do not need to have their individual needs and peculiarities studied and followed up persistently.

Roxbury has no forms. It teaches in classes no larger than five. When a boy enters the School he is given a physical and psychological examination by well-known experts. He is then assigned exactly the courses he may need and be able to carry, and the *number of hours of instruction in each* which he requires. If he needs two hours per week in Languages and six hours in Mathematics he is given them. He is taught in each class with boys, two to five in number, who are, as nearly as possible, of his same mental capacity and temperamental traits.

This is efficient teaching. Boys frequently do two years work in one. This is not difficult when they have been taught to concentrate and have received thorough drill in fundamentals—two things which Roxbury strives hard to accomplish. Careful daily supervision, insistence on hard work, and expert instruction have made over many boys and saved them for College and a successful career.

Cheshire is a charming old New England village which has the reputation of being one of the most healthful spots in Connecticut. The School Campus and Farm occupy 200 acres. There are large Playing Fields, Tennis Courts, an open air Swimming Pool. The School Stables contain 20 excellent Saddle Horses. There are beautiful bridle paths all through the hills. Football, Baseball, Basketball, Hockey, Tennis and Track Teams are under expert coaches.

There is a two-months' Summer Term for boys who need to complete extra work, or boys preparing for September School or College Examinations One hundred students are accepted for both terms. Boys may enter any time during the year when there are vacancies. Write for an Illustrated Catalog.



THE SCHOOL BUILDINGS AT MILFORD

THE MILFORD SCHOOL, Milford, Connecticut.
Formerly The Rosenbaum School.

Prepares boys for College Entrance Board Examinations. Regular session opens last Monday in September and continues through the June College Entrance Examinations.

Because all instruction is individual, or in small classes (never more than five to the class), boys may enter at any time without the handicap of "catching up" with a class.

This intensive method of instruction not only enables the boy to cover nearly twice as much ground as he ordinarily would, but it greatly increases the probability of success in the examinations. During the past seven years, the School has prepared 885 boys and all but ten entered college.

References: (1) Any former student (a list will be found in the School Catalog). (2) Any Yale graduate of the past ten years. (3) Any Yale undergraduate.

Milford is a typical old Connecticut town, an ideal place for a boys' school, midway between New Haven and Bridgeport.

Well equipped School Building, Laboratory, Dormitory and Gymnasium. There are six Tennis Courts on the school grounds, and facilities for Boating, Swimming, Baseball, Skating and Hockey.

Annual Summer Review for the September College Entrance Examinations begins the third Monday in July. Boys may begin work any time *after that date*, if advisable. Work may be taken either in Milford or New Haven.

Write for Illustrated Catalog.

The Milford School,
Box O, Milford, Conn.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE LOOMIS INSTITUTE, Windsor, Connecticut.
N. H. BATCHELDER, A.M., Head Master.

The Loomis Institute offers the traditional four-year College Preparatory course, a complete course in Scientific Agriculture, and a thorough course in Business. New fireproof buildings, 175-acre farm. $2,500,000 endowment. Terms $600 a year. Scholarships.



MASSEE COUNTRY SCHOOL,
Shippan Point, Stamford, Connecticut.
W. W. MASSEE, Ph.D., Head Master.

The School with its sixteen acres of school grounds is located on a high point bordering on Long Island Sound.

Close personal touch, a knowledge of boys and their needs, rendering help to each individual where needed, and encouraging boys to do for themselves, is the basis of our work.

Massee is a small school and twelve is the average class.

The boys of the Junior Department, from seven years up, reside with the family of the Head Master. There is a Summer Session with Military Drill and Manual Training. We prepare for all Colleges and Secondary Schools.

For School and Camp Information and Catalogs



BERKELEY–IRVING SCHOOL,

309–315 W. 83d Street, New York City.

WM. H. BROWN, President.
LOUIS DWIGHT RAY, Head Master.

The School was formed by the merger in 1916 of the Berkeley School and the Irving School. Both Schools have graduated over one thousand and have sent boys to College and into Business for thirty years. The School offers Preparation for entrance to any College or Scientific School and thorough fundamental training for those not going to college.

The School atmosphere arouses the boy's loyalty and enthusiasm. Teachers of experience and ability understand boys and their activities, and show them how to help themselves.

The boys are cared for from 8.30 A.M. to 5.00 P.M., and afternoon study and play are carefully supervised. Afternoon outing classes visit places of interest. Classes are small enough to insure to each pupil the utmost benefit of individual instruction. Conversational French and Spanish are emphasized.

All round development, mental and physical. Boys are taught the proper use of brain, eye and hand, and advanced according to their personal ability.

The Gymnasium, the Swimming Pool, the Outdoor Playground are all on the premises and afford excellent facilities for the physical upbuilding of pupils. Illustrated Booklet.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE MOHONK SCHOOL, Lake Mohonk, New York.

JEROME F. KIDDER, Harvard, Head Master.

Mohonk School is an Outdoor Boarding School correlating class-room work with work in the shop and on the farm.

The Estate owned by the Smiley family is complete and comprises eight miles of mountain top with its own Farms, Stables, Barns, Machine Shops, Power Plant, Garage, Golf Links, Tennis Courts, Boats and Baseball Field.

THE LAWRENCE SCHOOL,
Hewlett, Long Island, New York.

B. LORD BUCKLEY, A.B., Columbia
WARD L. JOHNSON, A.B., Harvard } Head Masters.

The Lawrence School now occupies a magnificent new property at Hewlett, twenty miles from New York City, purchased by the Trustees in 1920.

Originally the School was situated at Lawrence, Long Island, having been founded in 1892 by an association of gentlemen, who, while living in the country, desired to provide exceptional advantages for their children.

The Day School is for both Boys and Girls. A small Resident Department for Boys only has been established, which will be developed as an important feature.

The work of the School is widely and favorably known by the leading boarding schools to which many of its pupils have gone.

The Faculty of fourteen is made up of exceptionally strong teachers, who stand for the best in all branches of education.

The tuition for day pupils in the Primary Department is $300; Junior, $400; Senior, $500. Board and tuition, $1500.



RIVERDALE COUNTRY SCHOOL,

Riverdale-on-Hudson, New York.

FRANK S. HACKETT, A.B., Head Master.

Riverdale is a College Preparatory Boarding and Day School for two hundred boys. Though in the open country it is readily accessible to the advantages of New York City.

The new School House, sunny and airy, was designed by McKim, Mead and White. A new Dormitory with one hundred single rooms was completed in 1920.

The teaching groups are limited to fifteen each, sufficiently small so that it is possible to inspire every student to prepare himself adequately for College.

From the first College Entrance Test of the work of the School in 1908, our students have always passed over seventy-five per cent of all their papers. During the past four years on the College Board Entrance Examinations the percentage of all papers rated between sixty and one hundred per cent, compared as follows:

1916	for all schools	49.6%	for Riverdale	85.4%	
1917	" " "	52.9%	" "	96 %	
1918	" " "	55.4%	" "	94 %	
1919	" " "	50.2%	" "	80 %	

This shows that one out of every two of the examinations for the whole country is successful, but that Riverdale succeeds in nine out of every ten.

The highest ratings of individual papers before the Board are recorded in the Secretary's Annual Report. For the past four years Riverdale students have, in this respect, stood third among all the schools, and first among all the boarding schools.

Vacancies are filled in the order of application.

Illustrated Catalog with complete details sent on request.

Write Mr. Sargent, 14 Beacon Street, Boston.

THE BROWN SCHOOL OF TUTORING,
241 W. 75th St., New York City.
FREDERIC L. BROWN, B.S., Principal.

The Brown School of Tutoring prepares both boys and girls for the leading Secondary Schools and Colleges.

Individual work and supervised study save time for the backward as well as for the average and brilliant pupils, and give no opportunity for the attention to wander. As a result the pupil acquires the Art of Concentration and Learns How to Study.

Each pupil is asked all questions of all his lessons every day. Preparation for Schools and Colleges is completed in half the time taken by class schools. Nervous pupils are not embarrassed, bright pupils are not retarded by classes.

Instruction is accurately fitted to the College or School the pupil is to enter. Eighty-six per cent of the School, Regents' and College Examinations taken by the pupils have been passed. The teachers have had long experience.

Pupils may begin at any time. The School is open all summer. Also, during the summer lessons are given to pupils of any age at any residence along the New Jersey coast, on Long Island, in Greenwich, Conn., and in other localities.

THE WORST SCHOOL FOR YOUR BOY,
Somewhere, Any State.
MR. DONT UNDERSTANDEM, Head Master.

It may have been the best school for your neighbor's son, but perhaps Your Boy is entirely different.

Perhaps it takes a different type of man to handle Your Boy, to understand him and to succeed with him.

Does Your Boy need suppression or does he need drawing out; pressure or encouragement; the competition of numbers or individual attention and help?

Does he need snubbing or a dose of hero-worship?

Does he need efficient teaching, individual tutoring, sympathetic encouragement, or hard driving?

Not Any School will supply all these, but there are some that will afford one or the other.

Selecting the Environment in which he is to shape himself, to form his habits, to make his friends, is a portentous task.

Your Wisdom or Your Failure will do much to determine the type of man he is to be.

Is not the Selection of a School just as deserving of Expert Advice as the Making of a Will?



THE SCHOOL IS IDEALLY SITUATED

THE STONE SCHOOL, "On Storm King," Cornwall-on-Hudson, New York.

ALVAN E. DUERR, A.B., Williams, Head Master.

This is a College Preparatory School with a Junior School separately housed, for boys from nine to twelve.

The School property, twenty-two acres, lies on a spur of Storm King Mountain, at an elevation of nine hundred feet, and commands a broad view of the Hudson, the Shawangunk and Catskill Mountains.

The School offers the health and vigor of a sane and simple outdoor life. The wild forested country affords opportunities for Woods Life and Hiking. There are excellent facilities for every sport, and Athletics are encouraged. A new Athletic Field has just been provided. This furnishes ample opportunity for Baseball, Football, Tennis and Hockey, allowing separate grounds for the younger boys.

The School prepares for College or Business life. Courses are so arranged as to meet the requirements of any College or Technical School. Its recent graduates, now in twelve of the leading Colleges, have established a high record on the College Entrance Examinations.

Illustrated Lectures and other entertainments are given during the year. Nature Study is carried on during the fall and spring.

For fifty years the School has through its wise management and simple discipline made a success of training boys. They are kept busy and given as much freedom as is possible for the individual and consistent with the rights of his fellows. The effect is to develop self-reliance and a sense of honor.

Each boy is studied physically and mentally with one aim, training for individual efficiency. Catalog sent on application.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE ALFONZO ROCKWELL CLUETT FOUNDATION

PAWLING SCHOOL,

FREDERICK LUTHER GAMAGE, A.M., D.C.L., Head Master.

LOCATION.—Pawling, New York; sixty-four miles from New York City on the Harlem Division of the New York Central Railroad; twenty miles east of the Hudson River; seven hundred feet above the sea level; in one of the most picturesque sections of the Dutchess County Hills.

OBJECT.—To prepare boys for College and Scientific Schools; to foster systematic study and consistent physical development; to develop vigorous Christian character.

EQUIPMENT.—Main Building represents the best type of academic architecture, providing Single Bedrooms, Infirmary, Common Room, Study Hall, Dining Room, Library, Recitation Rooms, Masters' Apartments; superior heating, lighting, ventilating and sanitary equipment. Gymnasium includes Baseball Cage and tiled Swimming Pool. The Berner Athletic Field and the Ulrich Athletic Field contain two Football Fields and three Baseball Diamonds. The Shaw Field House is situated between the two fields. Tennis Courts, an excellent nine-hole Golf Course and a quarter-mile Cinder Track, with a two-hundred-and-twenty-yard Straightaway, complete the Athletic Equipment.

ADMINISTRATION.—Course of instruction covers five years and is directed by men of experience and culture; general supervision by faculty of all outdoor sports; relations of mutual confidence between boys and masters encouraged in all departments of school organization and discipline.



CLOISTER, RAYMOND, HALE TOWER, PHILIP AND MINOT SAVAGE BUILDINGS

HACKLEY SCHOOL, Tarrytown, New York.

WALTER BOUTWELL GAGE, A.B., Head Master.

The Hackley School is a College Preparatory School with a Six-Year Course of Study. The School Property, an hour's ride from New York City, comprises seventy-eight acres, at an elevation of five hundred feet above the Hudson River.

In Goodhue Building is the large School Room. The Study Rooms are behind the Cloister. Raymond Building contains Recitation Rooms and Laboratories, with an Alumni Room on the top floor. The Dormitories are in the Philip and Minot Savage Buildings.

The aim of the School is a thorough preparation for College or Scientific School, and the symmetrical development of all sides of a boy's life. The religious teaching emphasizes the universal and simple truths of Christian living.

Reports of scholarship and deportment are made at the middle and end of every term. A boy whose attitude is felt to be in any way harmful may be summarily dismissed.

Applicants for admission must pass examinations at the School in June or September, and must present statements of scholarship and character. Tuition and board is $1200.



PANORAMA CONTINUED TO LEFT—CHAPEL, OFFICE AND GOODHUE BUILDING

Write Mr. Sargent, 14 Beacon Street, Boston.

THE RAYMOND RIORDON SCHOOL,
Highland, Ulster County, New York.

RAYMOND RIORDON, Directing.
CHARLES W. STOWELL, Ph.D., Executive.

The School in the Hills, back from the Hudson, links Romance and Health with Sound Academic Procedure.

The work of the regular School Day covers the requirements of the Regents and the College Examinations.

The afternoons are devoted to community endeavors on a large scale. The boys build and maintain their buildings—they know engines and motors.

Our boys actually erect and operate a drill rig similar to those in the Texas Oil Fields. But withal, this is not a Trade or Vocational School.

They ride western horses and lasso like a cowboy. The Wild West appeals—but the Wild West in the Wild West isn't always best for boys in the formative period.

We believe that all text book teaching should go hand in hand with actual, practical experience. Such experience we try to make real—not artificial or make believe.

There are some two dozen Buildings besides the big boy-built Gymnasium and largely boy-built Main Building; these with the Pump House, Ice House, Poultry Yard, Barn, Electric Plant, Water Plant, the Tractors, Stock, Horses—all for the Boys to look after, to renovate, to restore, to rebuild.

It is a School with large acreage, a big lake, an excellent faculty and a common sense plan for developing American boys in an American way.

Its private Adirondack preserve of 3000 acres at Horseshoe, New York, completely equipped with modern buildings, the Wilderness Camp of the School, is at the boys' disposal for Hunting, Trapping, Fishing and Camera Journeys. This is the location of the Summer Camp also.

The School's maple sugar Camp at Cedar Island, Old Forge, New York, adds a variety spot for spring visiting and learning.

Mr. Riordon believes in Boys and shows it by giving them Responsibilities. He is not selling Book Learning, but is assuming the task of developing Boys by teaching them how to live through Doing.

The School does not ask endowment, but earns its way by bringing all its resources to bear cooperatively in support.

The year 1920–21 finds Mr. Riordon sharing the direction of the School for the first time and he believes Mr. Stowell a tremendous addition to the Faculty. The School's Booklets are interesting and may be had if wanted.

For School and Camp Information and Catalogs



SILVER BAY SCHOOL,

Silver Bay on Lake George, New York.

C. C. MICHENER, A.M., President.

H. F. MARTIN, Ph.D., Principal.

The School has the unrestricted use of an Estate of sixteen hundred acres with more than a mile of shore line.

Among the seventy-two buildings are a Garage, Carpenter Shop, Laundry, Store, Post Office, the Main Building in which the School is accommodated, a Library, an Auditorium, three Gymnasiums, Boat House, Teachers' Houses, President's House, Power House, Ice House, Shops and Farm Buildings.

The Lake, Tennis Courts, Running Track, Football and Baseball Fields, with an abundance of athletic material, furnish ample opportunities for sports and games on land and water both summer and winter.

The School offers a Six Year Course for Boys from twelve to eighteen in Preparation for College. All study periods are supervised. Each boy is taught how to study most efficiently and economically with consequent saving of time and development of self-reliance and a feeling of self-mastery.

Emphasis is laid upon student initiative. The Weekly Assembly, the Student Bulletin, many of the athletic activities, order and conduct in the Dormitory, and Hikes and Camping Trips are responsibilities of the boys themselves.





Write Mr. Sargent, 14 Beacon Street, Boston.



MACKENZIE SCHOOL, Monroe, Orange Co., N.Y.
JAMES CAMERON MACKENZIE, Ph.D., Director.

The School is on Lake Walton in the upper Ramapo region of Orange County, forty-eight miles from New York.

The grounds, one hundred acres, at an elevation of nine hundred feet are admirably adapted for all outdoor sports.

The Upper School prepares for College and Technical Schools. The Junior School is for boys under fourteen.

Both Schools are limited to fifty boys each. There is a Summer Term limited to seventy-five. Catalogs on request.



THE CASCADILLA SCHOOLS, Ithaca, N.Y.
A. M. DRUMMOND, M.A., Director.

College Preparatory Boarding School; Summer School from mid-July to September for Entrance Examinations; Special Tutoring School the year round. All these Schools specialize in High-Grade College and University Entrance Work.

The School is beautifully and healthfully located above Lake Cayuga and Ithaca. Special Advantages for Cornell entrance. Vigorous and well directed athletics are a feature of the School's life—the Cascadilla Crew being noted.



ADMINISTRATION BUILDING

BLAIR ACADEMY, Blairstown, New Jersey.

JOHN C. SHARPE, LL.D., Head Master.

Founded in 1848. Thoroughly equipped. Located in the beautiful Highlands of Northern New Jersey. Accommodates 270 boys. Liberally endowed. Terms, $840.



MONTCLAIR ACADEMY, Montclair, New Jersey.

JOHN G. MacVICAR, Head Master.

Montclair on the eastern slope of the Orange Mountains, stands for the manly training of gentlemen and their preparation for College, Scientific School or Business.

Write Mr. Sargent, 14 Beacon Street, Boston.



CARLTON ACADEMY, Summit, New Jersey.

REV. JAMES F. NEWCOMB, Head Master.

Catholic Preparatory School for all Colleges. Accommodations for sixty-five boarders in three modern, well equipped, homelike Buildings. Gymnasium. All Athletics. Lay Catholic instructors.

PRINCETON PREPARATORY SCHOOL,

Princeton, New Jersey.

J. B. FINE, Head Master.

The Princeton Preparatory School, founded forty-six years ago, thirty years under present Head Master, is situated one mile from Princeton on the Lincoln Highway. The grounds include twenty acres, with Athletic Field and Tennis Courts.

Its proximity to Princeton University, its control by a responsible Board of Directors composed of graduates of the University, and the encouragement and counsel received from the President, Dean and other members of the University Faculty afford the School peculiar advantages and render the transition to college life less abrupt than ordinarily.

Special personal attention and thorough preparation for admission to Princeton or any other American College or Technical School is given. Enrollment is limited to sixty boys, but no boys under fourteen years of age are admitted.

Freedom from rigid class organization permits students to progress in accordance with their individual ability.

Personal investigation and interview will be found the most satisfactory means of securing information in regard to the School. Illustrated Catalog will be sent upon request.

For School and Camp Information and Catalogs



FRONT OF HYERWOOD

NEWMAN SCHOOL, Lakewood, New Jersey.
C. EDMUND DELBOS, M.A., Head Master.

Newman School was established in 1900, under the patronage of the late Cardinal Farley. His Eminence Cardinal Gibbons continues to grant it his kindly interest and influence.

In 1920, two adjoining estates, Hyerwood Hall and Hyerwood Brook, comprising 153 acres were acquired.

The elevated sandy soil makes the location one of great healthfulness. A lake for Canoeing and Skating, and a river with a safe Swimming Pool are unusual attractions.

The two beautifully built houses will be used as Residences and also provide for a School Library, Boys' Common Room, Dining Hall and Chapel. The Class Rooms will be in a separate Building between the two Residences.

The School regards discipline as a means and not an end. The aim is not only to maintain perfect order at all times, but also to teach boys to trust in the justice of authority, and ultimately, as in the case of older boys, to cooperate. To a large extent the Honor System prevails.



HYERWOOD HALL FROM THE LAKE

Write Mr. Sargent, 14 Beacon Street, Boston.



PRESENT BUILDINGS AND PROPOSED EXTENSIONS

THE PEDDIE INSTITUTE, Hightstown, N.J.

ROGER W. SWETLAND, A.M., LL.D., Head Master.

As an endowed Academy Peddie offers superior advantages at moderate rates. The equipment is modern and the preparation meets all College requirements.

The School is located at Hightstown, nine miles from Princeton, in the midst of an extensive farming country The Campus contains sixty acres. In the rear of the buildings is a fine sheet of water, and beyond, the Peddie Grove

The buildings are: Wilson Hall, containing the Chapel, Parlors, Recitation Rooms, Society Halls and some Students' Rooms; Coleman House, Trask House and Avery House, Dormitories; Buchanan Cottage, Keeler and Mount Cottages for younger boys; the Longstreet Library; the Florence Roberson Infirmary; the Dining Hall and the Gymnasium. Additional equipment to the amount of $250,000, including Fireproof Dormitories, Administration Hall and Field House, is now planned and under way.

Unusual facilities for outdoor sports are offered—a fine Athletic Field, with space for Football and Baseball, ten Tennis Courts, a lake for Boating and Skating, a Cinder Track. Swimming Pool.

A unique feature of the School life is the great social or lounging room for boys, in Wilson Hall, fitted up in Old English style.

The School maintains strong Literary and Musical Clubs, a Dramatic Club, Camera Club and Athletic Association.

Four courses of study are provided, the Classical, the Philosophical, the Scientific and the English. The English Course is designed for those who expect to go directly into business, and does not fit for College.

For School and Camp Information and Catalogs



THE SCHOOL YARD



THE OLD GRAMMAR SCHOOL

RUTGERS PREPARATORY SCHOOL,

New Brunswick, New Jersey.

WILLIAM P. KELLY, A.M., Head Master.

Rutgers Preparatory School is modern and well equipped, preparing boys to enter any College. Membership is democratic and cosmopolitan, being limited to those who have the mental and moral ability to conform to its purpose.

The equipment is unusually complete. There are two School Houses, a Dining Hall, an Outdoor Gymnasium, Tennis Courts, Athletic Field. The students enjoy the advantages of the Library and Swimming Pool of Rutgers College.

The spirit of the School is one of serious work and self-improvement. Most of the students have college in view when they enter and many others develop the desire from their associations. The student associations manage all social activities and some of the schoolroom discipline. An interesting social life is cultivated. Music enters into the life and recreation. Many student interests and activities outside the regular curriculum are cultivated.



THE NEW COTTAGE DORMITORIES

Write Mr. Sargent, 14 Beacon Street, Boston.



LAWRENCEVILLE SCHOOL, Lawrenceville, N.J.

MATHER A. ABBOTT, M.A., Litt.D., Head Master.

Lawrenceville is an endowed Boarding School for boys, originally established in 1810 but reorganized in 1881 on the John C. Green Foundation. The School is not proprietary. Its total income is used for the benefit of its students.

Lawrenceville is preparatory to any University, College or Technical School. About ninety-eight per cent of the graduates go to College. While a larger percentage enters Princeton than any other one institution, approximately sixty per cent enter Yale, Harvard, Cornell, and other Universities.

The strong faculty of thirty-eight masters, graduates of the leading universities of America and Europe, endeavor to combine physical, social, moral and religious training with effective scholarship. Masters and boys are carefully selected.

The School property comprises about 400 acres, with fine buildings and equipment, scientific drainage and pure water. There are sixteen Resident Houses with accommodations for three hundred and seventy-six boys, supervised by Resident Masters. Each house is a separate unit, with its own Kitchen and Dining Room. The Upper House is reserved for seventy-five boys of the Fifth (highest) Form.

Physical Training is required of all boys and is supervised by the Masters. The Gymnasium is near the Golf Links, the Cinder Track, the Gun Traps, nine of the Playing Fields and twenty-five of the Tennis Courts.

Several scholarships for boys of good character and promise, who need them, are available upon application to the Head Master. Personal investigation and interviews are welcome.



AEROPLANE VIEW OF THE HILL

THE HILL SCHOOL, Pottstown, Pennsylvania.

DWIGHT R. MEIGS, A.B., Head Master.

The School aims to combine with scholastic efficiency, consideration of each boy's individual needs, correction and direction of physical tendencies, the formation of right habits of study, and maintenance of social and moral conditions favorable to the development of clean, vigorous character.

Applications for admission must bear the favorable endorsement of, or satisfactory reference to, parents of present or past members of the School. The course is six years in length. Boys are not accepted for less than three years.

The School property, comprising about one hundred and forty acres, lies in Pottstown, on an eminence known as "The Hill," affording a prospect of the valley of the Schuylkill.

Special stress is laid upon the careful direction of extra-curriculum activities: the Debating, Civic, Musical, Dramatic and Literary Clubs, and the three School publications.

Physical Training is required of all. An indoor and an outdoor Gymnasium, two Swimming Pools, a nine-hole Golf Course, and ample Athletic Fields with thirty Tennis Courts, nine Baseball Diamonds, five Football Fields, a quarter-mile Cinder Track, a Baseball Cage, three Squash Courts, a covered Cinder Track for winter practice, and four Basketball Courts provide opportunities for physical development.

Six Scholarships are offered annually in open competition, entitling the holders to free tuition for from three to five years. Candidates are adjudged as to mental ability, moral soundness, physical fitness, and social qualities.

Write Mr. Sargent, 14 Beacon Street, Boston.



ST. LUKE'S SCHOOL, Wayne, Pennsylvania.

CHARLES HENRY STROUT, A.M., Head Master.

The School lies on the slope of the Radnor Hills in beautiful open country, about fourteen miles from Philadelphia.

The grounds of nearly thirty acres contain seven acres of woodland, Baseball and Football Fields, a quarter-mile Cinder Track, Tennis Courts, and facilities for all sports.

The Main Building, Colonial in style, is of three stories. Crawford House is a Dormitory for older boys with its own Living Room. The Gymnasium has a tiled Swimming Pool, Locker Rooms, Shower Baths and complete Gymnastic Equipment. Illustrated Catalog will be sent on request.

WILLIAM PENN CHARTER SCHOOL,

Philadelphia, Pennsylvania.

RICHARD MOTT GUMMERE, Ph.D.,

Head Master.

A Day School, preparing boys for Colleges, Universities and Technical Schools.

The Senior School course is four years. The Junior School offers a three-year course, and the Lower School a four-year course.

The Scriptures have formed a subject of instruction in the School since its foundation.

A tract of twenty-two acres is devoted to the afternoon games and sports of the boys.



ORIGINAL PROVINCIAL SEAL ATTACHED TO SCHOOL CHARTER, 1711

For School and Camp Information and Catalogs



THE MAIN BUILDING STANDS IN SPACIOUS GROUNDS

FRANKLIN AND MARSHALL ACADEMY,

Lancaster, Pennsylvania. Founded 1787.

EDWIN M. HARTMAN, A.M., Principal.

A College Preparatory School for Boys, which, in the words of the Founders, aims to be "in the best and highest sense, a training school for boys who desire to go to college, and also to furnish a complete academical course for those who do not purpose taking a full collegiate course of study."

The Academy is situated in one of the garden spots of the United States, on grounds adjoining those of Franklin and Marshall College, on the west side of Lancaster, one and a half hours west of Philadelphia.

The Academy, while under the College Board of Trustees, has its own Buildings, Grounds, Administration and Faculty.

The Main Building contains a general Living Room, a cheerful Dining Room, Offices, Reading and Recitation Rooms, with Dormitories above. The Chapel is located directly west of, and adjoining the Main Building.

East Hall, a three-story brick building one hundred yards distant, contains Laboratories, Recitation Rooms and rooms for students and teachers.

About eight hundred Academy boys entered some fifty Colleges in the last twenty years.

The Academy is an old school, founded and maintained on a basis that does not have any financial profit in view. A number of favorable conditions combine to make possible a maximum of service for the rates charged.

Illustrated Catalog on request.

Write Mr. Sargent, 14 Beacon Street, Boston.

THE ARNOLD SCHOOL,

Successor to George H. Thurston School,
253 Shady Ave., Pittsburgh, Pennsylvania.
CHARLES W. WILDER, A.M., Harv., Head Master.

The Arnold School derives its name from Thomas Arnold of Rugby who changed the whole spirit of the boys' schools of England. Arnold loved his boys and they returned his affection in full measure. It is this spirit of companionship, with an even closer daily association in class room, recreation and student activities between teacher and boy than was thought dignified in Arnold's day, that is at the basis of the success of the Arnold School, Pittsburgh's "School of Character and Personality for Your Boy."

KISKIMINETAS SPRINGS SCHOOL, Saltsburg, Pa.

A. W. WILSON, JR., Ph.D., President.

Kiskiminetas Springs School, situated 1100 feet above sea level, overlooking the headwaters of the Kiskiminetas River, is a College Preparatory School for Boys.

Thirty years of uninterrupted success and growth have won a most gratifying recognition of the merits of the School. Every College or University in the United States which admits students on any certificate, accepts our graduates without examination.

The grounds contain 200 acres of rare natural beauty. The spacious athletic grounds afford ample room for Golf Links and several Football and Baseball Fields. There is a separate Diamond for the younger boys.

The large new Gymnasium, with its Bowling Alleys, Swimming Pool and Indoor Games, completes the cycle of health-giving enjoyment. Every boy is required to devote part of his time to some form of exercise. All Athletic Teams are in charge of a Physical Director.

Tuition and board, $850.

For School and Camp Information and Catalogs



MAIN ACADEMY BUILDING

THE HARRISBURG ACADEMY, Harrisburg, Pa.

ARTHUR EDWIN BROWN, Pd.D., Head Master.

The Academy has since its foundation in 1784 continuously prepared young men for Colleges and Universities. A distinguished body of Alumni attest the success of the School.

The Campus of fifteen acres is ideally located, on the east bank of the Susquehanna River, north of the City of Harrisburg, within four miles of the Blue Ridge Mountains.

Three large Buildings in addition to the Cottages in which small groups live make up the present School plant.

Seiler Hall, the fine modern Dormitory, contains in addition to the single and double Bedrooms, a large Living Room, and a Game Room. In the Academy Building is a well equipped Gymnasium with baths and lockers. The new Junior School Building was completed in 1918.

The School is organized in three departments: the Junior School for boys under twelve, the Middle School for boys from twelve to fifteen and the Senior Preparatory School.



JUNIOR SCHOOL SEILER HALL

Write Mr. Sargent, 14 Beacon Street, Boston.



ST. JAMES SCHOOL, Hagerstown, Maryland.

ADRIAN H. ONDERDONK, A.B., Head Master.

St. James School is ideally situated in the Cumberland Valley, a few miles west of the Blue Ridge Mountains.

Attention to each boy is a special feature of the School. Pupils and masters are in close relation.

College Preparation is the primary object. For boys of good character and ability there are a number of Scholarships available. The charge for tuition and board is $750 a year.

THE GILMAN COUNTRY SCHOOL FOR BOYS, Baltimore, Maryland.

L. WARDLAW MILES, B.A., Ph.D., Head Master.

The Gilman Country School begins its twenty-third year in September, 1920. Since its foundation by President Daniel Coit Gilman and other prominent Baltimoreans, as the First Country Day School in America, the School has gained remarkably in prestige and numbers. Its grounds comprise seventy acres in Roland Park, a suburb of residences north of the city.

There are three forms in the Lower School and six in the Upper School. The Lower School has been successfully conducted for nine years on the open air principle.

The boarding department at present accommodates eighty-six boys, and later is expected to be enlarged.

Boys from the School have entered leading Colleges and Scientific Schools and the record of the School in the College Board Examinations is considerably above the average.

The Honor System has been employed for a number of years and the general tone of the School combines comparative freedom from restraint, simple living, informal relations with masters, together with athletic interests and hard study.

For School and Camp Information and Catalogs



THE TOME SCHOOL, Port Deposit, Maryland.
MURRAY PEABODY BRUSH, Ph.D., Director.

The Tome School is an Endowed Preparatory School. Its situation is one of great attractiveness on a bluff overlooking the Susquehanna River. The climate is mild and healthful.

The Grounds and Buildings, the work of the best architects and landscape artists, are famed for their beauty. The equipment is the best that ample funds and expert advice could provide. The Laboratories and Manual Training Shops are worthy of a college. A single room is provided for every boy.

The Faculty of twenty-five men, trained in American and European Universities, are specialists in their departments. The Students are divided into small classes. Each boy has an individual faculty adviser. Tutoring is provided for boys who need such special attention. The work is divided into two courses: the College Preparatory and the General.

Each boy is expected to take an active part in athletics. The Gymnasium, Batting Cage, Athletic Fields, Cinder Track, Rifle Range, Golf Course and Tennis Courts provide every incentive. Tome has strong athletic teams, but the organization is such that even the smaller boys and the weaker boys have their own teams. A new seventy-five foot Swimming Pool has just been added.

The School for Younger Boys occupies a separate Dormitory, has separate Recitation Rooms and special teachers in all branches. Particular care and attention are given to the younger boys out of school hours. The annual fee is $1000.

Write Mr. Sargent, 14 Beacon Street, Boston.



ST. ALBANS SCHOOL, Washington, D.C.

BISHOP OF WASHINGTON, President.
WILLIAM HOWELL CHURCH, Head Master.

The School is situated three miles from the White House in the most attractive suburb of the city. It is a Church School offering definite religious instruction, thorough Preparation for College and carefully Supervised Athletics.

The Lower School, for boys from eight to thirteen, occupies its own building, has its own corps of teachers and its own Playground. The daily session is followed by from one to two hours of supervised play.

DONALDSON SCHOOL, Ilchester, Maryland.

Rev. H. S. HASTINGS, Head Master.

The Donaldson School was founded in 1906 to assist in the thorough preparatory education of boys, and at the same time provide a definite religious background.

The scholastic purpose of the School is to Prepare boys for College, and the course of studies is arranged to meet the standard set by the requirements for entrance to College.

The School will not admit more than sixty boys, so that in small classes the boys receive that individual attention which secures personal teaching and prevents careless work.

The School Estate of one hundred and eighty acres is about twelve miles from Baltimore, sufficiently far away to provide a free life in the country apart from city influences, and yet near enough to be readily accessible for all necessary purposes.

The School plant consists of a fully equipped School House, three Residence Houses, a Gymnasium, a Central Heating Plant and an outdoor Swimming Pool. The boys of the Lower and Upper Forms each have their own houses, two masters living in each house.



STUYVESANT SCHOOL, Warrenton, Virginia.
EDWIN B. KING, A.M., Yale, Head Master.

Stuyvesant endeavors to meet the demand that exists for a School which preserves a distinctly homelike atmosphere and at the same time furnishes exceptional opportunities for study and development.

The Courses of Instruction are planned to give a sound training and preparation for admission to the Universities and leading Colleges.

The Curriculum is sufficiently elastic to meet the particular needs of every boy. The small size of the classes enables each boy to make as thorough and rapid progress as private tutoring accomplishes.



The close relation between masters and boys is the means of stimulating the ambition of the boy and of bringing out the best that is in him.

The School Estate of one hundred acres is in the foothills of the Blue Ridge, sixty miles from the National Capital.

Physical development receives utmost care and attention. All are required to engage in Outdoor Sports and Athletics unless excused.

Horseback Riding is encouraged.

Catalog upon application.

Write Mr. Sargent, 14 Beacon Street, Boston.



ASHEVILLE SCHOOL, Asheville, North Carolina.

N. M. ANDERSON, B.S., M.I.T., Head Master.

A Preparatory School for Boys in the Mountains of North Carolina, *where a boy can grow and develop under the most favorable climatic conditions east of the Mississippi River.* The methods, standards, faculty and equipment are equivalent to those of the best northern schools.

The health of its students is the first consideration. The founders selected an Estate of 600 acres in the mountains, 2300 feet above sea level. The remarkable health record and physical gains of the pupils, during the twenty years of the School show conclusively the wisdom of the selection.



For School and Camp Information and Catalogs



THE ANNUAL CRUISE ON THE YACHT "SURPRISE"

SNYDER OUTDOOR SCHOOL FOR BOYS.

CLARENCE E. SNYDER, A.M.
814 Steger Building, Chicago, Illinois.

Lake Junaluska, N.C., in the Blue Ridge Mountains, is the scene of the Fall and Spring Terms. The School occupies a beautiful inn far out in the loveliest mountains imaginable, away from city distractions, but with all modern conveniences. It is a wonderful spot for boys in the great outdoors.

The recreations include Tennis, Baseball, Boating, Swimming, Trout Fishing, Deer and Partridge Shooting, Horseback Riding and Mountain Climbing. The School work is done well and thoroughly and the session lasts all morning.

Captiva Island, palm-fringed and sea-girt, bathed in perpetual sunshine, is the location for the Winter Term.

Immokalee Lodge, the Dormitory, is a large three-story building near both gulf and bay, an ideal spot. Boat life predominates. The School has a dozen craft and the boys enjoy many trips and cruises. The bays teem with fish. Basketball, Tennis and Water Sports are the other amusements. Endorsed by Theodore Roosevelt and Thomas A Edison from personal knowledge.

Camp Mishawaka, Grand Rapids, Minn., is the Summer Recreation Camp, located on Lake Pokegama, in the midst of a wonderful pine woods and open during July and August.

Illustrated Catalogs will be sent on request.

Write Mr. Sargent, 14 Beacon Street, Boston



THE ADIRONDACK HOME

THE LAKE PLACID SCHOOL, Lake Placid, N.Y.

JOHN MORGAN HOPKINS, A.B., Head Master.

A College Preparatory School which offers, in addition to the usual advantages of a small boarding school, the unusual features of an out of door life the year round.

The teaching is thorough, by experienced teachers, and the college records of entrance examinations give the School high rank. Serious school work is done, the out of door feature being only incident to the surroundings of the two homes.

In the Adirondacks, the Spring and Autumn Home of the School, the building is attractively located on twenty-two acres of land near Mirror Lake. The Winter Home in Florida is on the Biscayne Bay, five miles south of Miami. The outdoor life is largely on salt water. The School Fleet is large and well equipped. Tennis, Golf, Basketball, Baseball, Rowing, Swimming and Track Work. Permanent address, Lake Placid, N.Y. Jan. 1 to Apr. 1, Cocoanut Grove, Fla.





HOME OF THE SCHOOL IN THE ADIRONDACKS

THE ADIRONDACK FLORIDA SCHOOL,

L. H. SOMERS, A.B., Head Master.

A College Preparatory School for boys, founded by Paul C. Ransom in 1903, it was the first School in the United States to hold its sessions in two climates in order to give its students as much out of door life as possible throughout the School year.

The Autumn Session, from September until the Christmas vacation, is held at Meenahga Lodge, two miles from the Onchiota P.O. in Franklin County, N.Y.

The Winter Session, from January until April, is at Coconut Grove, Florida, on Biscayne Bay, five miles from Miami.

The Spring Session, from late April until the College Entrance Board Examinations, is held at Meenahga Lodge.

The School offers unusual outdoor activities such as Camping and Cruising, which harden and strengthen the boys physically and teach them independence and self-reliance, the value of time, the pleasure of work with their hands and of mild hardships in connection with their recreation.

A refined home life in a well ordered household offers opportunity for training in the courtesies and amenities of life.

The small number makes personal oversight possible in all phases of a boy's life in the School.

The two School Plants have School Houses, Recitation Buildings, Dormitories and Dining Halls, with their furnishings and complete equipment for the enjoyment of outdoor life.

During January, February and March, address Coconut Grove, Florida. Permanent address: Onchiota, New York.

Write Mr. Sargent, 14 Beacon Street, Boston.

DAKOTA SCHOOL FOR BOYS, Dakota, Illinois.

W. H. WYLER, Superintendent.

A Boarding School for Boys between eight and fifteen years of age. The School has two separate divisions, a Lower and an Upper School, each governed and supervised separately and having separate Buildings.

The Lower School is for boys from eight to twelve, Junior Scout age. The Upper School is for boys from twelve to fifteen, Scout age. There is an official Boy Scout troop and a Junior Scout troop for the Lower School.

Only normal boys of good intelligence and habits, of parents who are in sympathy with the ideals of the School, are accepted. The Directors exercise constant personal supervision.

The School Work is broad and thorough, covering the work of the grammar grades. Ten is the average in a class. A boy recites every lesson daily.

The extensive grounds afford space for all outdoor games. There are two Baseball Diamonds, a Football Field, Tennis Court. The Ball Fields are surrounded by a quarter mile oval Cinder Running Track and many other provisions.

Regular and Summer Sessions.



THE COUNTRY DAY SCHOOL, Kansas City, Mo.

C. MITCHELL FROELICHER, A.B., Head Master.

A Country Day School for Boys closely identified with the Community. The course of study covers eight years. Boys are prepared for College Board Entrance Examinations. There is provision for a limited number of boarding boys.

The central aim of the School is so to coordinate the work of the curriculum with the extra-curriculum activities under careful supervision as best to train boys for democratic citizenship.



ACADEMIC AND UPPER SCHOOL BUILDINGS

HOWE SCHOOL, Howe, Indiana.

REV. J. H. McKENZIE, D.D., L.H.D., Rector.

This long-established School in the pleasant village of Howe provides thorough Preparation for College and Scientific School. Its graduates are admitted upon Certificate by all Colleges accepting certificates. The School makes a specialty of preparing boys for the Colleges which admit only by examination.

Only well-bred boys highly recommended are admitted. The numbers are limited in each department so that every boy receives personal attention. The School aims to teach boys how to study, and requires each boy to recite each day.

The permanent Faculty of experienced college men have had special training in the work of their departments. The Lower School for little boys under fourteen is entirely separate.

The School occupies extensive grounds with broad well-shaded lawns. Its own farm and dairy supply the table. The water supply, fire protection and all equipment are of the best.

The Athletic Grounds include fields for all sports, a Running Track, Golf Links and Tennis Courts. The beautiful lakes provide opportunities for Rowing, Sailing and Swimming. There is a Skating Pond on the campus and a Toboggan Slide. All sports are maintained under the Club System.



ST. JAMES' CHAPEL, MIDDLE SCHOOL AND REFECTORY

Write Mr. Sargent, 14 Beacon Street, Boston.



OFF FOR A RIDE

LOS ALAMOS RANCH SCHOOL,

Buckman, Santa Fe County, New Mexico.

A. J. CONNELL, Director.

Los Alamos Ranch is on a high mesa against the Jemez Mountains covering an area of 750 acres, 500 of which are cultivated. About 30,000 acres of adjoining National Forest land provide range for our cattle.

The classes continue till one o'clock allowing the afternoon for outdoor recreation. Much of the time is spent on Horseback, on trips of exploration, investigation of ancient ruins and cliff dwellings, to trout streams, etc. The usual Athletics, Tennis, Basketball and Field Sports are available on the Ranch.

The rates are: Tuition, residence, etc., for the school year, $1800. No extras. Saddle Horse provided.

Summer Camp, July and August $400. No extras.



ROPING STEERS

For School and Camp Information and Catalogs



MAIN BUILDING

PIEDMONT ACADEMY, Piedmont, California.

NORMAN H. NESBITT, M.A., Principal.

The Academy stands in delightful grounds in the heart of Piedmont's most exclusive section. The location is one of unusual healthfulness and the adjacent scenery and the Piedmont hills and valleys are inspiringly beautiful.

Piedmont's Courses of Instruction are arranged exclusively for young boys between the ages of eight and sixteen. They cover that formative period of a boy's life which demands constant supervision and direction.

The advantage of small classes cannot be fully emphasized. At Piedmont *every* boy is sure to be called upon *several times* at each recitation. Obedience is our one rule of discipline.

Outdoor Exercise is required of all pupils the year round. Parents of our boys are our warm friends and endorsers.



NEW CLASSROOM BUILDING

Write Mr. Sargent, 14 Beacon Street, Boston.



VIEW OF A PORTION OF THE SCHOOL BUILDINGS AND GROUNDS

BELMONT SCHOOL (For Boys), Belmont, Cal.

REV. M. MURRAY, A.M., D.C.L., Head Master.

The situation of the School among the foothills, twenty-one miles south of San Francisco, is unexcelled. Probably no school has more attractive grounds. The illustration above shows only a small portion of the grounds and buildings.

The climate, too, is California's best—never uncomfortably warm, never too cold for out of door games, and always invigorating. It is doubtful whether a better place could be found for physical well-being.

Belmont is primarily a College Preparatory School. Of its three hundred and sixty-five graduates, three hundred and thirty have entered the leading Colleges and Universities of the East as well as the West.

A glance at our Catalog, a copy of which we shall be glad to send to anyone interested, will show that we are successfully meeting the admission requirements of the leading Colleges and Engineering Schools. Our California Universities have naturally taken the largest number of our graduates, and Harvard, the Massachusetts Institute of Technology and Yale follow in the order named.

The School Buildings have been planned with full knowledge of requirements based on experience in eastern schools. The Swimming Tank, 75 x 32 feet, is lined with white glazed porcelain tiles. School Athletics offer ample let-ups.



THE CLAREMONT SCHOOL, Claremont, Cal.

W. E. GARRISON, A.B., Ph.D., Head Master.

A College Preparatory School for forty boys. Thirty-five miles from Los Angeles. Thorough instruction and individual attention. Equal care for moral and physical growth. Wonderful facilities for Outdoor Life, Camping, Trapping, Mountain Climbing and all Athletics in southern California climate. Three large Buildings. Swimming Pool. Saddle Horses. Forty-acre Campus fronting on paved boulevard, with a thousand square miles of National Forest at the back gate.



WILDWOOD WINTER SCHOOL, Rockwood, Me.

Sumner R. Hooper, B.A., Harvard '95, Director.
Edwin K. Parker, B.Sc., Amherst, Head Master.

On a stock farm on Moosehead Lake, in a woods country, at an elevation of over one thousand feet, the school offers every incentive to healthful, vigorous, outdoor life.

Simple, well prepared food of the best quality is supplemented by supplies from the farm's own Guernsey herd and its own poultry yards. Game and fish are abundant.

Intensive individual school work is carried on under expert instructors. One master for each three boys insures progress.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE SENIOR HOUSE THE SCHOOL HOUSE

THE ALLEN-CHALMERS SCHOOL,
West Newton, Massachusetts.
THOMAS CHALMERS, A.B., D.D., Director.

A College Preparatory School with Military Discipline. The Military Course is secondary to the Academic, but is approved by the War Department and directed by army officers. Supplies are furnished by the Government.

The School fits for Harvard or any other College, Technical School, West Point or Annapolis. It has a complete equipment, seven buildings, Laboratory, Gymnasium, Swimming Pool, Hockey Rink, Tennis Courts and Athletic Fields.

The School has all the advantages of country life; yet it lies within eight miles of the Historic, Artistic, Literary and Medical resources of Boston.

The chief purpose of the Military Training is to promote habits of alertness and moral steadiness.

The daily routine takes care of the boys' study hours, class periods, social life and athletics from reveille at 6.45 to taps at 9.30 with the least possible friction and confusion. Study and Play are supervised by college bred men.

The boys of the Junior School live by themselves. They have their own Dormitory, Study Hall and Athletic Teams.



THE BATTALION

For School and Camp Information and Catalogs



SAINT JOHN'S SCHOOLS, Manlius, New York.

WILLIAM VERBECK, A.M., President.

St. John's is a College Preparatory School, preparing also for West Point and Annapolis. A Business Course is given.

Manlius occupies beautiful and extensive grounds among the hills of central New York, eleven miles from Syracuse. The buildings and equipment are modern and complete.

Verbeck Hall is a separate School with its own building, for younger boys from eight to fourteen. Instruction is individual.

The military principle is successfully applied in training the mind and character as well as the body.

BORDENTOWN MILITARY INSTITUTE,

Bordentown, New Jersey.

Col. THOMAS D. LANDON, O.R.C., U.S.A.,
Principal and Commandant.

Bordentown, for thirty-five years a Military School, trains boys to meet successfully the problems of later life, whether mental, moral or physical, either in College, Technical School or Business.

The location is healthful and easily accessible; the buildings are comfortable and well equipped, the faculty experienced and the method of instruction individual and thorough.

The School offers four Courses of Study, each covering four years. Classical, for those desiring to enter classical courses of Colleges or Universities; Scientific; English, for those desiring a general education; and a Business Course.

A large Football Field, Baseball Diamond and Tennis Courts give facilities for Outdoor Sports. All the Athletic Teams are carefully trained under the supervision of the Physical Director.

The Military Training is a very valuable feature. In the four years each boy receives a thorough foundation in elementary infantry work. Even the one year boy gets some valuable training.

Write Mr. Sargent, 14 Beacon Street, Boston.



ROOSEVELT MILITARY ACADEMY,

West Englewood, New Jersey.

JOHN CARRINGTON, Magd. Coll., Head Master.

A School established for the purpose of perpetuating the principles of Americanism as prescribed by the late Theodore Roosevelt. A wholesome School with practical Military Instruction, for wholesome boys of ten years and above.

Thorough preparation for the Colleges and for West Point.



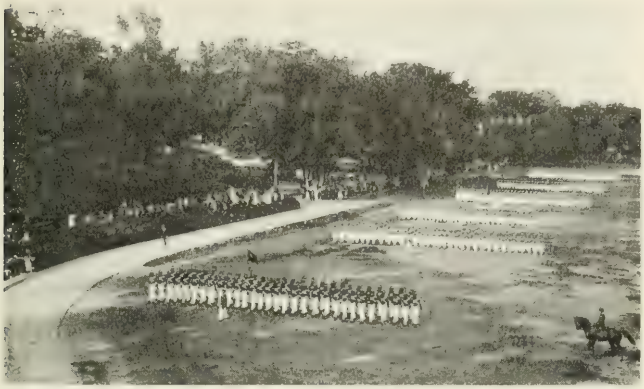
DANVILLE MILITARY INSTITUTE, Virginia.

Col. ROBERT A. BURTON, Superintendent.

Founded in 1890 in the far-famed Piedmont region, seven hundred and fifty feet above sea level, it has all the advantages of Healthfulness, Beauty and Accessibility.

Its high standard of excellence is maintained by a select patronage, strong faculty, home influences and modern equipment. Man Making is the successful accomplishment of the Danville Military Institute. Knowledge of boys and long experience have given this Institute an enviable reputation throughout the country for graduating "four-square men."

For School and Camp Information and Catalogs



CULVER MILITARY ACADEMY, Culver, Indiana.

L. R. GIGNILLIAT, Colonel, U.S.R., Superintendent.

This School, rated by the United States War Department "as near perfection as such an institution can be," has a five hundred acre campus on beautiful lake Maxinkuckee.

The Buildings are as extensive as the Campus. The Riding Hall, for instance, is large enough to maneuver one hundred and fifty horses, and the Swimming Pool four times the average size, sixty by one hundred and twenty feet.

Culver's educational system turns out men of action, ready for College, Technical School or Business. The Physical and Military Training is as sound and progressive as the Academic. Application must be made a year in advance. Catalog on request.



Write Mr. Sargent, 14 Beacon Street, Boston.



CASTLE HEIGHTS MILITARY ACADEMY,
Lebanon, Tennessee.

COL. L. L. RICE, Superintendent.

The best equipped among Southern private schools for boys. Campus, Tennis Courts, Drill and Athletic Field cover thirty-five acres. Ten brick Buildings offer excellent Dormitory, Library, Laboratory, Gymnastic and Recreational advantages. Military department under Government supervision. R.O T.C. unit. Boys from seven to fourteen are placed in the Castle Heights Junior School. 415 cadets enrolled last session from twenty-five states. The Academy has its Summer School at Kawasawa on the Cumberland River Bluffs.

SEWANEE MILITARY ACADEMY,
Sewanee, Tennessee.

COL. DUVAL G. CRAVENS, Superintendent.

The environment is unsurpassed for the development of the best in a boy. On eight thousand acres, two thousand feet elevation in the Cumberland Mountains, every requisite of health and happiness is fully met.



Graduates are admitted into all Colleges accepting Certificates, without examination. Classes are small, the Faculty is the best. Instruction is thorough and complete. Junior Unit R.O.T.C. Athletics in all its branches for development of rugged constitutions. Ownership is vested in the Episcopal Church whose aim is Christian education.

For School and Camp Information and Catalogs

SHATTUCK SCHOOL, Faribault, Minnesota.

C. W. NEWHALL, A.B., Head Master.

Prepares boys for any College or University, Scientific or Technical School and for Commercial pursuits.



High location fifty miles south of St. Paul and Minneapolis. Two hundred acres. Sixteen buildings. Climate healthful and invigorating.

Military department under direction of a Commandant detailed by the Secretary of War. Large Faculty of college men, especially chosen for fitness in boy training.

Shattuck is noted for its clean sportsmanship in competitive athletics. Several inter-school teams—Baseball, Football, etc. Quarter-mile Cinder Track. Oval. Gymnasium. Armory. Swimming Pool. Supervised physical training for every boy. The moderate charges include medical care and usual extras. For Catalog and Book of Views address Box 399.

ST. JOHN'S MILITARY ACADEMY,

Delafield, Wisconsin.

Rev. SIDNEY T. SMYTHE, President.

This great School, famous for the *esprit* of its students and loyalty of its graduates, has a national patronage, the enrollment during the past ten years extending to every State and Territory, as well as to Mexico, Canada and South America.

The School is an Episcopal School and all students are required to attend the services of the Episcopal Church. Boys from all denominations are in attendance, however, and the annual religious census of the School shows that practically all denominations are represented.

The United States Government makes an annual inspection of the School, and for the past ten years it has been annually rated as an "Honor School." Its standing from the standpoint of scholastic work is equally high, and it is accredited to the North Central Association of Schools and Colleges.

St. John's offers courses of study leading to the Classical, Scientific or Technical Courses of the Universities, and also a Commercial Course of exceptional value.

The attendance is limited and early application is necessary. For Catalog, address Box 333, Delafield, Wisconsin.



THE NEW HOME OF PAGE MILITARY ACADEMY

PAGE MILITARY ACADEMY,

La Brea Avenue, Los Angeles, California.

ROBERT A. GIBBS, A.B., Head Master.

A Boarding and Day School for young boys from six to fourteen years of age, covering the first eight grades.

The five buildings in the foreground above were completed in 1915. Those in the background in gray are projected.

The School occupies a commanding position on the highest land in the exclusive Wilshire district of Los Angeles.

The climate is such that boys can play in the open during practically the entire school year. On an average there are not more than ten days each winter too wet for outdoor sports.

This is a Military School in which the ordinary routine of a military academy is changed and adapted to meet the needs of younger boys. The absence of high school students does away with all possibility of evil associations with older boys.

Discipline is efficiently maintained by a system of rewards for good conduct, rather than punishments for disobedience.

There is a large and capable faculty of resident teachers. Most of those in the four lower grades are women and in the four upper grades men. These are assisted by non-resident part-time specialists. A weekly report is sent to parents.

The Courses of Study follow the general outline of the public schools with such changes and additions as are made possible by the small classes and the personal influence of progressive teachers. The School authorities believe that childhood is the proper time to learn to speak foreign languages.



For School and Camp Information and Catalogs



ON SKIIS



THE ENTRANCE



ON HORSEBACK

BISHOP HOPKINS HALL, Burlington, Vermont.

Miss ELLEN SETON OGDEN, Ph.D., Bryn Mawr.

Bishop Hopkins Hall offers a College Preparatory and a General Course with excellent opportunities for training in Vocal and Instrumental Music.

The General Course is designed to give a Broader Education than is possible with the present College Entrance Requirements. Instruction in Drawing, Water Colors and Elementary Design is offered as part of the Course.

Esthetic Dancing is taught in connection with the regular Gymnastic Work. Regular instruction in Chorus Singing.

For those who take Music an extra year is required to complete the College Course; and in general five years rather than four are urged in preparation for College.

The one hundred and thirty acres of woodland and meadow are on the shore of Lake Champlain. The buildings command an extensive view of the Lake and the Adirondacks.

Unusual opportunity is afforded for Outdoor Exercise and for sports of every kind belonging to summer and winter—Riding, Tennis, Basketball, Field Hockey, Archery, Coasting, Snowshoeing, Skiing, Skating and Hikes over the mountains. Board and tuition, $700. Catalog on request.



WINTER SPORTS



MAYPOLE DANCE

Write Mr. Sargent, 14 Beacon Street, Boston.

THE BANCROFT SCHOOL, Worcester, Mass.

Miss MIRIAM TITCOMB, B.L., Principal.

A Home Boarding Department has been opened in connection with the Day School.

Gray Gables is a large, comfortable, homelike House, with spacious Halls and Living Rooms, offering an Intimate Home Life to fifteen girls.



GRAY GABLES

The Bancroft School offers a complete Course from Kindergarten through High School in Preparation for College, with additional Courses in History of Art, Short Story Writing and Modern History. These may be supplemented by the Art Museum and School of Design. Pupils have use of a private Tennis Club, a newly equipped Gymnasium, an excellent Riding School and a Swimming Pool.

THE JUNIOR ACADEMY, Bradford, Mass.

Miss NINA HART, A.M., Director.

This Preparatory Department for Bradford Academy, opened in 1920, admits girls who have satisfactorily completed the sixth year of the elementary grades or its equivalent. The Home Department is limited to fifteen girls.

The Supervised Afternoon Study is a special educational feature. Girls are taught how to study, establishing proper habits of attacking intellectual problems. Evening hours of Story Telling and discussion of Current Events and Hygiene, in charge of experts, will develop the power of free expression.

Members of the Junior Academy share in certain intellectual and social activities of the School, the Domestic Science Laboratory, the well equipped Gymnasium, the use of a large Campus for Athletics and Horseback Riding.

The buildings are situated on spacious grounds, nearly opposite the eastern gate of Bradford Academy.

Proximity to Boston makes possible attendance at Entertainments, Concerts and Operas of educational value. There are frequent excursions to the Seashore, to Historical Sites, to Literary Shrines and to Art Museums.



THE MAIN ACADEMY BUILDING IS OF BRICK, FOUR STORIES HIGH

BRADFORD ACADEMY, Bradford, Mass.

Miss MARION COATS, A.B., A.M., Principal.

Bradford Academy, the oldest institution in New England for the higher education of women, has about four thousand former students throughout this and other lands.

The Academy grounds are laid out in Walks, Drives, Tennis Courts, Basketball Grounds and natural Woodland.

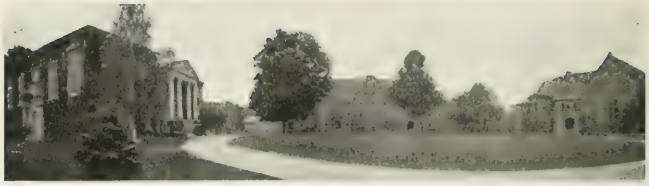
The College Preparatory Course of four years prepares for entrance to Mt. Holyoke, Vassar, Smith, Wellesley and other colleges. It is supplemented by a two year course for high school graduates. The Junior Academy accepts girls ready for the seventh grade and prepares them for Bradford.

The Art Department is specially endowed, as is the Library. The Music Department has a staff of five instructors, most of whom come from Boston. Excellent work in Expression can be secured. A series of Artists' Recitals is given each year. The Domestic Science Department offers courses in Sewing, Cooking and Household Management.

The Faculty consists of twenty-six highly trained and experienced men and women. Scholarships are available.



Write Mr. Sargent, 14 Beacon Street, Boston.



ABBOT ACADEMY, Andover, Massachusetts.

MISS BERTHA BAILEY, Sc.B., Principal.

The aim of Abbot Academy is to fit young women for life. It has pursued this aim continuously for ninety years, and thousands of loyal alumnæ in all parts of this country and of the world attest its success.

It offers a thorough College Preparatory Course, and is among the first Preparatory Schools recommended by the leading colleges for women.

Its chief work, however, is for the girl who does not go to college, but who wishes to continue her work beyond the limits of the ordinary high school curriculum.

Advanced Courses in History, Literature, Philosophy and Science offer solid foundation for subsequent Vocational Work. Two years of advanced work are offered for high school graduates, including a course in Household Science.

There are excellent opportunities in Music, Art and Vocal Expression. There is a strong teaching force.

The buildings are substantial, attractive and admirably equipped. The grounds of twenty-three acres include a Grove, Lawns and ample Athletic Fields.

Andover is a beautiful New England town, for more than a century a center of educational interests.

Excursions are made to places of historic interest in the vicinity. Lectures, Readings and Addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country.

Board and tuition, $1100. Music extra.

A Catalog and Book of Views will be sent on request.



CAST OF SENIOR PLAY "A MIDSUMMER NIGHT'S DREAM"

For School and Camp Information and Catalogs



ROGERS HALL SCHOOL, Lowell, Massachusetts.

MISS OLIVE SEWALL PARSONS, A.B., Principal.

Rogers Hall, forty minutes from Boston, is on an elevation facing Fort Hill Park, which commands a view of the Concord River Valley and the mountains of New Hampshire.

Because of its generous endowment the trustees are able to provide educational facilities otherwise impossible.

The five buildings—Rogers Hall (an old Colonial mansion), Rogers House, Rogers Cottage, the Gymnasium and Norcross House, the residence for Homemaking—stand in spacious grounds everywhere open to air and sunlight.

The School Rooms are in the Hall. The House and Cottage are used mainly for Dormitory purposes. A new house for Homemaking and Social Civics will be used as a Laboratory for interesting experiments in those subjects.

The Gymnasium was built in 1912. It is completely equipped with modern apparatus. In the basement is the Swimming Pool, twenty by forty feet.

In the grounds are two fine clay Tennis Courts, a Basketball Field, a Hockey and Baseball Field.

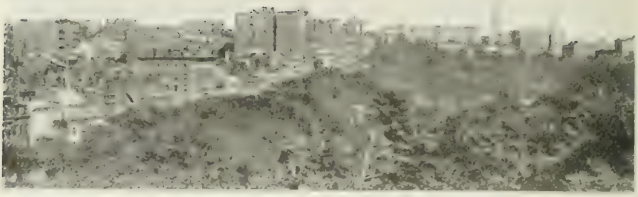
Three Courses of Study are offered—the College Preparatory, the Academic and the Collegiate.

The College Preparatory Course insures thorough preparation for the examinations of the College Entrance Board.

The Academic Course offers to girls not preparing for College greater latitude in the choice of electives.

The Collegiate Course of two years for graduates of Secondary Schools offers special opportunities in Music, Art, Homemaking, Secretarial Training and Socialized Civics.

Write Mr. Sargent, 14 Beacon Street, Boston.



VIEW FROM THE SCHOOL OVERLOOKING THE PUBLIC GARDEN AND BEACON ST.

MISS McCLINTOCK'S SCHOOL FOR GIRLS,

4 Arlington St., Boston, Massachusetts.

MISS MARY LAW McCLINTOCK, A.B., Ph.M.

The School occupies two adjoining buildings, facing the Public Garden, in the Back Bay residential district within a few minutes' walk of the Shops and Theaters.

The individual needs of each student are considered in arranging her Course of Study. College Preparatory and broad General Courses are offered, with instruction in Arts and Crafts and Music. Outdoor Sports and Athletics.

THE ERSKINE SCHOOL,

129 Beacon St., Boston, Massachusetts.

MISS EUPHEMIA McCLINTOCK, A.B., M.A.

This new School for Practical, Vocational and Business Training is designed to meet the needs of girls who have graduated from Private Schools or who have attained sufficient maturity to take up studies of College Grade.

Many who have graduated from Finishing Schools or who have completed a College Course feel the need of knowledge of Practical Affairs and Training in Business Methods of the world today, that they may be better equipped to care for their own property and enter into the life of the day.

The School is in the exclusive residential district of the Back Bay within ten minutes' walk of the Shopping and Theater District, of Copley Square and the Public Library.

The General Course includes an intensive study of English Composition, English Literature, Current History, Economics, Sociology, Psychology, French, Spanish, etc. The Secretarial Course includes: Stenography, Typewriting, English, Personal and Household Accounts, Filing and History.

Students who have time may take lectures in or study Economics, Business Law, Secretarial Ethics, etc.



DANA HALL, Wellesley, Massachusetts.

Miss HELEN TEMPLE COOKE, Principal.
Miss ADELE LATHROP, M.A., Associate Principal.

Tenacre is for young girls between ten and fifteen years of age. A beautiful country estate, with four large, perfectly equipped, modern Homes, provides accommodations for fifty pupils. The Course of Study extends through five years and prepares for Dana Hall. The instruction is under women of the highest talent. A Gymnasium, Outdoor Sports and Horseback Riding under trained teachers provide for Physical Welfare. Individual needs of pupils are carefully met. The School is ten minutes' walk from Dana Hall.

Dana Hall offers the advantages of both country and city life. Under proper chaperonage the students enjoy the rare opportunities which Boston offers in Music and Art. The College Preparatory Course prepares for all the leading colleges for women. A well-selected General Course is given for those girls who do not wish to enter college. Dana Hall stands for Thorough Scholarship and General Culture. It has the advantages of a large, highly organized school. Gymnasium work, in a well equipped Building, and Field Sports are in charge of competent physical directors.

Pine Manor is the Post Graduate Department of Dana Hall, established for students who desire to take up Advanced Academic Work, Music, Art and a comprehensive course in Homemaking. Graduates of Secondary Schools find here a rare combination of Home and School Life in a congenial and stimulating environment. The full Course of Study covers two years. The second year's work finds expression in the actual maintenance of ideal Family Life in an "Experiment House" managed in all its details by the students themselves, under the instruction and direction of a competent specialist. This department numbers one hundred.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE ORCHESTRA



THE BASKETBALL TEAM

CAMBRIDGE-HASKELL, Cambridge, Mass.

MISS MARY E. HASKELL, A.B., Principal.

Cambridge-Haskell is both a College Preparatory and Finishing School. Graduates from other Schools may here perfect their College Preparation or take the General Course. Art and Music are included in the curriculum.

Gymnasium Work, Eurhythmics, Dancing, Sports, Riding, Skating and Swimming afford means of exercise appropriate to the season. "Shattuck" is the residence for girls from fourteen to sixteen, "Gilman" for girls seventeen and older.

THE CHAMBERLAYNE SCHOOL FOR GIRLS,

28 The Fenway, Boston, Massachusetts.

MISS BERTHA K. FILKINS, Director.
MISS GRACE L. EDGETT, Principal.

Beautifully located in a modern, fireproof house, with elevator, facing The Fens, the School is still within a short distance of the art and music centers of the city.



The Girl may complete the College Preparatory, or General Course in from four to six years. Special Courses for Graduates of Secondary Schools are arranged to meet individual needs.

Small Classes add to the effectiveness of the teaching. The experienced Faculty is composed of College Graduates and Trained Specialists. Foreign languages are taught by native teachers.

Students have the use of Swimming Pool, Gymnasium, Tennis Courts and a Skating Club.

For School and Camp Information and Catalogs



PROCESSION OF GIRLS ON THE SCHOOL GROUNDS

LASELL SEMINARY, Auburndale, Massachusetts.

GUY M. WINSLOW, Ph.D., Principal.
CHARLES F. TOWNE, A.M., Associate Principal.

Since 1851 Lasell Seminary has been engaged in the Higher Education of Women. It is ten miles from Boston in beautiful country surroundings with opportunity for Outdoor Life.

A Four Year High School Course is given and courses of two or three years for High School Graduates. There are strong courses in Music, Home Economics with actual Practice in Housekeeping and Secretarial Training.

Boating on the Charles River, Tennis, Playground Games, Horseback Riding, Trips to places of historical interest and a week end at the White Mountains are added attractions. Advantage is taken of the rare opportunities in Music, Art and General Education available in Boston.

Woodland Park Hall is the Junior Department of Lasell Seminary. Special features are Motherly Care, Open Air Class and Study Rooms, French, supervised Music Practice and supervised Study and Play.



Write Mr. Sargent, 14 Beacon Street, Boston.

WALNUT HILL SCHOOL, Natick, Massachusetts.

Miss CHARLOTTE H. CONANT, B.A.
Miss FLORENCE BIGELOW, M.A. } Principals.

Walnut Hill offers thorough College Preparation to ninety boarding pupils. The School every year sends many students to the colleges, both by Old Plan and New Plan examinations.

The members of the faculty are graduates of the leading colleges for women.

Students often go to Lectures and Concerts at Wellesley College, only two miles away. They also have the opportunity of attending Concerts and Entertainments in Boston, and visiting places of interest in the city.

Four buildings are attractively grouped on the fifty-acre campus. The grounds include a Basketball Field, the Orchard, three Tennis Courts and a Hockey Field. A flooded meadow gives an opportunity for Skating. A small Club House is placed between the Tennis Courts for the use of the Athletic Association. Tuition and board, $1400.



HOUSE IN THE PINES, Norton, Massachusetts.

Miss GERTRUDE E. CORNISH, Principal.

The School is thirty miles from Boston in an especially healthy region of New England. Its extensive grounds and pine groves offer splendid opportunities for all Outdoor Sports. College Preparatory and General Courses are given, also a two year diploma course of advanced work in Art, Music, Languages, Household Arts and Secretarial Courses.

The Junior School provides for girls under fourteen.

A home atmosphere noticeably prevails throughout the school.

For School and Camp Information and Catalogs



MISS HOWE AND MISS MAROT'S SCHOOL,
Thompson, Connecticut.

MARY LOUISE MAROT, B.S., Principal.

This Country Boarding School for Girls lies on the edge of the beautiful New England village of Thompson with direct service from New York and Boston.

Besides two Residence Houses, there are five Cottages, used as a Junior Cottage, Infirmary, Music, Art and Domestic Science Cottage and a Recitation Cottage. The Gymnasium, Stables and Greenhouse are on the school grounds.

Ninety acres of grounds are used for Field Sports, Tennis, Farming and Gardening. There is Golf and Skating.

Physical Education and Health are under the direction of an experienced teacher. In good weather two hours of each afternoon the girls are out of doors.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE MARY A. BURNHAM SCHOOL FOR GIRLS,

Northampton, Massachusetts.

MISS HELEN E. THOMPSON, Head Mistress.

The School is pleasantly situated opposite the Campus of Smith College and its students are able to take advantage of the Concerts and Lectures offered by the College.

The School aims to give a thorough and systematic mental training. As the corps of teachers is large, careful attention can be devoted to the work of each girl.

College Preparatory and Literary Courses are offered. Domestic Science and Music are provided for.

A Course is given in the Study of Architecture with special reference to the English Cathedrals and the French Chateaux.

The well equipped Gymnasium is in the charge of Mrs. Senda Berenson Abbott (Boston Normal School of Gymnastics). All girls who are physically able are expected to take Gymnastics, Esthetic Dancing, Folk Dancing, and to play Basketball, Volleyball or Tennis. Catalog on request.



THE GYMNASIUM

For School and Camp Information and Catalogs



THE MACDUFFIE SCHOOL, Springfield, Mass.

JOHN MACDUFFIE, Ph.D.
MRS. JOHN MACDUFFIE, A.B. } Principals.

A Home School for thirty resident pupils in the best part of Springfield, half way between New York and Boston.

Mansion House, comfortable and homelike, is the Home of the principals and the younger girls. Howard Hall is the Residence of the older girls and teachers.

The School carefully prepares girls for any woman's college, having had no failure for many years. Girls who do not intend to go to College may receive a well rounded education, including Secretarial and Domestic Science Courses.

Besides regular Gymnastic Work, the girls have Basketball, Tennis, Swimming, Outdoor Sports and Hikes. There are nine Saddle Horses and miles of forest roads.

THE MACDUFFIE SCHOOL of HOUSECRAFT, for older girls, develops efficiency in Practical Household Management. There is a special building on the school grounds, Housecraft, for the students of Household Arts.



Write Mr. Sargent, 14 Beacon Street, Boston



THE SCHOOL BUILDING

THE MARY C. WHEELER TOWN AND COUNTRY SCHOOL, Providence, Rhode Island.

Miss MARY HELENA DEY, M.A., Principal.

The Mary C. Wheeler School presents a happy combination of town and country life for girls. The Town School is attractively situated.

Columbine Hill, the School Farm of 120 acres, is fifteen minutes distant by motor omnibus.

The School offers a well organized and varied course, including Art, Music, Domestic Science, Secretarial Work and Preparation for College. Each year graduates enter various Universities, Bryn Mawr, Vassar and Radcliffe.

For High School Graduates there is a two year Course of Study which includes advanced Academic Subjects.





LINCOLN SCHOOL, Providence, Rhode Island.

MISS MIRIAM SEWALL CONVERSE, Principal.

A Boarding and Day School for Girls, the Lincoln School is situated on the outskirts of the best residential section of the city, in spacious grounds, adjoining Blackstone Park. The Main Building is new and attractive and remarkably well protected against fire.

It is easily accessible by trolley from all parts of the city, combining the advantages of beautiful natural surroundings with the Educational Opportunities afforded by a growing university, and the Music and Art attractions of Providence.

The School prepares for any of the American Colleges for Women, and in the past an excellent record has been maintained by candidates who have taken the college entrance examinations.

For those not going to College it offers an elective course with a wider range of subjects. There are also special courses for older girls, including Domestic Arts and Science, Secretarial Studies, Art and Music.

The Boarding Department is limited to a small number of pupils who have an informal and happy home life and at the same time enjoy the stimulus of contact with a large day school.

The beautiful grounds of four and a half acres, with the wide lawns and playgrounds, offer opportunities for Tennis, Hockey, Basketball, Skating, Coasting and other out of door sports. Not far away is a winding stream where lessons in Canoeing may be enjoyed in safety.

Both Boarding and Day School are governed largely by the student body.

Students enjoy many trips to neighboring Points of Interest. Daily excursions are made to Newport, Harvard, Wellesley and historic Boston.

Write Mr. Sargent, 14 Beacon Street, Boston.



HILLSIDE, Norwalk, Connecticut.

MISS M. R. BRENDLINGER, A.B., Vassar.
MISS VIDA HUNT FRANCIS, B.L., A.B., Smith.

College Preparatory, General and Special Courses are given. Preparation for new comprehensive examinations. Household Science, with actual training, in Practice Residence.

There are three buildings with a separate house for younger girls. The Homestead is admirably adapted to the Home Life. A separate School Building contains Study Hall, Assembly Room and Class Rooms. Special attention is given each girl.



THE ELY SCHOOL, Ely Court, Greenwich, Conn.

The School offers a superior grade of teaching in small classes, so that the student has opportunity for daily recitation and for personal attention from College Women.

The Natural Science Laboratory and the Domestic Science Department are completely equipped for Experimental Work.

The equipment is attractive, and the building spacious.

For School and Camp Information and Catalogs



ROSEMARY HALL, Greenwich, Connecticut.

CAROLINE RUUTZ-REES, Ph.D.
MARY E. LOWNDES, Litt.D. } Head Mistresses.

Rosemary Hall prepares for College, and the College Preparatory Course is adopted without alternative. On this basis the School provides a Liberal Education.

The buildings include the Main School with Gymnasium and Stage attached, four Residential Cottages, Chemical and Physics Laboratory, an Open Air Preparatory School, the Chapel and the Infirmary.

The School Grounds of twenty-five acres comprise a Running Track, Hockey Field, Basketball Courts and Tennis Courts. The general Health and Hygiene of the girls are carefully supervised.

A Self-Government Committee of ten members, elected by the pupils, is responsible for the maintenance of good order.



Write Mr. Sargent, 14 Beacon Street, Boston.



GLEN EDEN, Stamford, Connecticut.

DR. and MRS. FREDERIC MARTIN TOWNSEND.

Glen Eden emphasizes Music, Art, Domestic Science, Expression and Stage Training in its completely appointed little Theater, and Physical Culture in its large Gymnasium.

The Membership is for High School Girls or Graduates. Social training. High ideals of Scholarship and Deportment.

The Fee is $1200. Write the secretary for Booklet.



CATHEDRAL SCHOOL OF ST. MARY,
Garden City, Long Island, New York.

MISS MIRIAM A. BYTEL, A.B., Radcliffe, Principal.

A School for Girls. Nineteen miles from New York City. College Preparatory and General Courses. Music, Art and Domestic Science. Catalog on request.



THE GARDNER SCHOOL,

11 E. 51st St., New York City.

MISS LOUISE ELTINGE.

MISS M. ELIZABETH MASLAND.

After fifty years on Fifth Avenue, the School moved in 1916 to a more beautiful and better equipped building.

The School offers four years of College Preparatory work, and six years of Academic, with elective advanced classes in Drama, Sociology, Short Story Writing, etc. Exceptional advantages in Music. The School provides a delightful Home where girls can enjoy all New York advantages



THE ROOF GYMNASIUM

THE FINCH SCHOOL,

61 E. 77th St., New York City.

JESSICA G. COSGRAVE, A.B., LL.B., Principal.

The Finch School is both a Day and Boarding School which emphasizes Post Graduate work. It affords the advantages, Musical, Artistic and Dramatic, of a large city.

Write Mr. Sargent, 14 Beacon Street, Boston.

MISS SPENCE'S SCHOOL, Inc. Est. 1892.
26, 28, 30 West 55th St., New York City.

Miss CLARA B. SPENCE, A.B., President.
Miss CHARLOTTE S. BAKER, Vice-President.
Miss GRACE A. McELROY, Miss LOUISE MILLER } Directors.

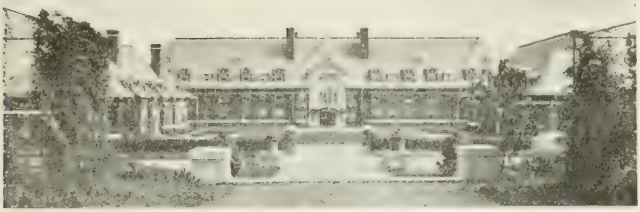
The High Standards of Scholarship maintained are attested by the following quotations:

From Annual Report Dean of Barnard College, June 30, 1915: "The Committee on Admissions, in cooperation with the principal of an excellent private school for girls, was able to make a very interesting experiment this spring. Since the Spence School closed on May 27, and it was quite impossible to hold the pupils for the Board Examinations in June, it was necessary for the Columbia University Committee on Admissions to arrange a special series of entrance examinations, which were given in the School, beginning May 18, and managed in the same way as the regular January and September examinations of the University."

"Forty-four pupils of the Spence School took these examinations in one or more subjects. Only four of them had been preparing for College. The others had had no special training for the examinations. They did not even know that they were to take them until five days before the first test, when the School was told by the principal that certain pupils who had obtained grades of A in their work would be allowed, as a special honor and privilege, to try Barnard examinations in the subjects in which they had done well."

Of the results Dean Gildersleeve wrote May 26, 1915: "The results are astonishingly good and a wonderful testimony to the excellence of the work done in your school. I have been comparing the per cent who passed with similar records for the examinations of the College Entrance Examination Board last June. In every case except three, your per cent of candidates passing was larger, in most instances a great deal larger. The fact that the girls have so much intellectual energy and enthusiasm seems to me a remarkable testimony to the spirit of the School."

President Nicholas Murray Butler of Columbia University further wrote May 27, 1915: "Dean Gildersleeve has shown me the exceptionally interesting and significant results of the College Entrance Examinations recently held at your School. I am delighted that so many as forty-four girls took part, and that the percentage of those passing is in many subjects so much above normal."



VIEW OF THE BUILDING FROM THE WEST. THE H SHAPE FORMS TWO COURTS, EAST AND WEST

BRIARCLIFF, Briarcliff Manor, New York.
Formerly Mrs. Dow's School.

MRS. EDITH COOPER HARTMAN, B.S., Principal.

MUSIC DEPARTMENT

MR. OSSIP GABRILOWITSCH, Artistic Adviser.
MR. HOWARD BROCKWAY, Director.

ART DEPARTMENT

MR. FRANK V. DUMOND, Director.

A SCHOOL OF THE NEW ERA

The aim of the School is to develop Power and Character; to implant, in each girl, interests in Modern Thought and Activities that make for intelligent American Citizenship.

High in the Westchester Hills, the School stands on its own grounds of thirty-eight acres, on which are Tennis and Basketball Courts, Hockey Field and Skating Pond. Outdoor Life is emphasized. Golf, Swimming and Horseback Riding give variety to outdoor sports.

The School Buildings, new in 1905, are of brick, thoroughly fireproof, heated by indirect radiation, with forced ventilation.

The School Work is so arranged that all girls may be out of doors for more than two hours in the early afternoon. Each girl's program is planned according to her needs under careful advice. Special attention is paid to Art, Music, French, Physical Training and Household Arts, with advanced work in Literature and Art History for Post Graduates.

Proximity to New York makes it possible for the pupils of Briarcliff to enjoy many of the metropolitan advantages in Opera, Concerts and some of the best Plays. Frequent visits are made to the Museums and Art Exhibits, especially in connection with the Studio Work and the History of Art.

The Junior School for a limited number of girls under sixteen is entirely separate from the Upper School.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE BENNETT SCHOOL OF LIBERAL AND APPLIED ARTS, Millbrook, New York.

Miss MAY F. BENNETT, Principal.

The aim of the School is to help girls to become cultivated, wholesome, useful women.

The widely varied curriculum gives opportunity for Graduates of Secondary Schools to specialize in many lines.

An especially strong Music Department offers advanced Instrumental and Vocal Work and Courses in Musical Theory.

The Departments of Art and the Drama admit to advanced standing in well known professional schools; the Departments of Household Arts and Secretarial Work are planned for girls who wish to prepare, under the broadest possible influences, for an immediate vocation.

For those who desire a course of general cultural content, the Academic Department offers a wide choice of subjects.

A Preparatory School offers a four year course which admits to the courses of the Upper School.

The School recognizes fully the importance of proper physical surroundings and training for growing girls. Thirty-eight acres of Campus, surrounded by beautiful open country in the midst of hills, offer every opportunity for free, out-door life. Every pupil is required to join in carefully supervised Athletic Work and to spend much time in the Open Air.

Careful attention is given to the Social Courtesies, and in all phases of its life and work the School accepts its responsibility to train gentlewomen.

Contact with the Life of the World is maintained by lectures from men and women of note.



DREW SEMINARY, The Carmel School for Girls,
On Lake Gleneida, Carmel, New York.
CLARENCE PAUL McCLELLAND, A.B., B.D.

Drew Seminary aims to give a Thorough Education at a moderate cost. It is registered by the New York State Regents as of the highest grade. The School Certificate is accepted by all Colleges that admit without examination.

College Preparatory and General Academic Courses. Full courses in Music, Domestic Science, Elocution, Art, Business.

Attractively situated on Lake Gleneida, 600 feet above sea level. Commodious Modern Building. Outdoor Sports.



SCENE FROM "THE TEMPEST"

ST. FAITH'S SCHOOL,
Saratoga Springs, New York.
REV. H. C. PLUM, A.B., Harvard, Principal.

St. Faith's is an Endowed Church School for Girls from twelve to eighteen. The life is that of a refined Home.

Classes are small and each girl's Course is arranged to fit her Individual Requirements. Special emphasis is placed upon College Preparatory Courses. Music, Home Economics and Commercial Courses are provided for.

The location is exceptionally Healthful, and is justly celebrated for its Pure Air and its Mineral Springs. The four buildings stand on an elevation. Board and tuition, $550.

Write Mr. Sargent, 14 Beacon Street, Boston.



BREMESTEAD SCHOOL,

Bolton Landing on Lake George, New York.

Miss CLARA CHRISTIANE DULON, Principal.
Mrs. J. FOSTER STACKHOUSE, Miss JULIE T. DULON } Associate Principals.

Bremestead provides a simple home life of refinement, in which each, even the youngest, has a share of Responsibility and Training in Homemaking.

Bremestead's purposes are to maintain a high Standard of Scholarship; to foster and direct Right Ambitions; and to encourage Outdoor Life and thorough Physical Efficiency.

The School Estate is in one of the most beautiful situations on Lake George. The House has large porches, the lower heated in winter, the upper used for Outdoor Sleeping.

The Elementary Department is under Miss Julie T. Dulon, who has had successful experience with younger children.

The Summer Club for Girls in July and August is conducted under the personal supervision of the principal.

The fifteen acres of Private Grounds are beautifully wooded and include Gardens, Tennis Court, Greenhouse, etc.



For School and Camp Information and Catalogs



CENTENARY COLLEGIATE INSTITUTE,

Hackettstown, New Jersey.

ROBERT J. TREVORROW, A.M., D.D., President.

The Purpose of this School is to train girls in a wholesome and inspiring environment. The $400,000 Equipment includes Fifty Acres, five Modern Buildings, Swimming Pool, etc. The experienced teachers assure Thorough Instruction.

KENT PLACE, Summit, N.J. A School for Girls.

Mrs. SARAH WOODMAN PAUL, A.B., Wellesley.

Miss ANNA SOPHIA WOODMAN, A.B., Wellesley.

Kent Place is a Home and Working School, providing an attractive home life and sound academic training from Primary through College Preparatory Work. There is individual attention and close contact between girls and teachers.

There are now on the ten acres of grounds four buildings,—the House, the Gables, the Gymnasium and the School House,—with earth Tennis Courts, a Hockey Field, a Basketball Field and adequate room for other Outdoor Sports.

The Gymnasium is modern and well equipped. The School House was built in 1913. Especial attention was given to providing the best Space, Heat, Light and Ventilation.

The House is devoted exclusively to the Home and has room for thirty-five girls. The Gables, a modern private house opened in 1918 to meet the needs of the growing School, provides a home for ten other girls and contains an isolated Infirmary under the care of the Registered Nurse.

The School offers a College Preparatory Course and a General Course, which is largely elective.

Write Mr. Sargent, 14 Beacon Street, Boston.

DWIGHT SCHOOL FOR GIRLS, Englewood, N.J.

Miss EUPHEMIA S. CREIGHTON
Miss ELLEN WORCESTER FARRAR } Principals.

Dwight School for Girls founded in 1859, since 1899 has been under the direction of Miss Creighton and Miss Farrar.

The School is attractively located at Englewood, one of the residential suburbs of New York, offering the advantages of Country Life and the opportunities of New York City.

The grounds command a fine view of the surrounding country. The four houses, Dwight House, Dwight Cottage, Dwight Gymnasium and Dwight Hall, are well equipped.

The atmosphere of the School is Homelike with Family Spirit, and the work is earnest in all departments. It prepares for College and also offers carefully planned and Advanced Courses for those not wishing to enter College. The School Certificate is accepted by Colleges so admitting. All the Teachers are Specialists and the classes are small.

Outdoor Games, Gymnasium, Tennis and Riding are carefully supervised. The large new Gymnasium, forty by eighty feet, is provided with Modern Apparatus. A resident Trained Nurse looks carefully after the Health of the pupils.

MISS BEARD'S SCHOOL FOR GIRLS, Orange, N.J.

Miss LUCIE C. BEARD, Principal.

Miss Beard's School is beautifully located in the country, in one of the best residential sections of Northern New Jersey. The advantages of New York City are easily accessible.

Three of the four buildings are used as Dormitories, and one for the daily School work. In the Recitation Building are the Gymnasium, the Auditorium and the Offices. The Gymnasium is provided with every modern appliance.

In the Collegiate Department there are four courses—the College Preparatory, the Latin Scientific, the Scientific and a General Course. There is also a Music-Art Course and a Course in Domestic Science. The School maintains a strong, modern Primary Department. Special stress is laid on the right Environment and Development of the young child.

A special Music School under the direction of Miss Agnes Miles, supervised by Mr. Thomas Whitney Surette, is affiliated with the School. The Faculty consists of twenty College Women, each especially trained for her work.

Athletic Games are a feature of the Physical Training Department, and include Basketball, Field Hockey, Tennis and training in all Track Events.



MAY FESTIVAL IN THE SCHOOL GROUNDS

OLDFIELDS, Glencoe, Maryland.

REV. DUNCAN McCULLOCH }
MISS ANNA G. McCULLOCH } Principals.

Oldfields, a Country School for Girls, is twenty miles from Baltimore on the Pennsylvania Railroad. The School Estate of two hundred acres is in a beautiful rolling country.

The School provides a College Preparatory Course and a broader Academic Course leading to the School Diploma. Special instruction is given in Drawing, Music and Dancing.

The Lighting and Plumbing Systems of all the buildings have recently been renovated and a new and larger Dining Room has been built as a gift of the Alumnæ.

Horseback Riding, Outdoor Games and exercises in the new Gymnasium are under a Sargent School graduate.

The intellectual ideals and spiritual atmosphere created by the Founder of the School are continued by the present Principals, her son and daughter. This is the real power of Oldfields and the secret of its success for over half a century.



"THE HOME" USED ONLY AS A RESIDENCE

Write Mr. Sargent, 14 Beacon Street, Boston.



BISHOPTHORPE MANOR, Bethlehem, Pa.

CLAUDE N. WYANT, Principal.

Bishopthorpe offers to sixty resident pupils Preparation for College, or for Social or Business Life, with unusual advantages in Music, Art, Household Arts and Sciences, Arts and Crafts, Expression, Secretarial Work and Dancing.

A special Two Year Finishing Course is offered High School Graduates. Small Classes insure Individual Instruction.

The situation is high and healthful, on the slope of Lehigh Mountain. The six brick buildings adjoin and communicate.

BEECHWOOD, Jenkintown, Pennsylvania.

(Suburb of Philadelphia).

MATTHEW HOWELL REASER, Ph.D., President.

Beechwood is a School of the Cultural and Practical for young women. It offers excellent advantages to those who wish to pursue their cultural studies beyond high school and gives them opportunity at the same time for training in such practical work as they may elect.

Departments are maintained in College Subjects and also in Practical Subjects, including Domestic Science, Domestic Arts, Kindergarten, Physical Training, Arts and Crafts, Public School Music, Secretarial, Expression, Music and Arts.

Students who wish to specialize in Music or Art will find every advantage at Beechwood.

The Campus of nine acres, in part heavily wooded, provides for Tennis, Basketball, Hockey and Open Air Drilling.

The Main Building of stone is planned on a most liberal scale. The Annex was built in 1913. A new three story brick School Building was completed in 1920.

The School is only twenty-three minutes from Philadelphia and the students take advantage of its Libraries, Art Galleries, Art Exhibits, Concerts, Recitals, Lectures, Operas and Theaters.



MISS MILLS SCHOOL,

"Cresheim," Mt. Airy, Philadelphia, Pa.

MISS ELLEN STANNEY MILLS, Principal.

Miss Mills School, the first Out of Door School, was established in 1906 to provide thorough preparatory work, and make Out of Door Life at School possible during the stimulating morning hours.

The fine old Mansion House, "Cresheim," overlooks a wooded ravine and a brook which runs through the estate. Another stone building, "The Rookery," is used as an inside central school building in particularly inclement weather. On the hillside, overlooking the woods and brook, are eight Open Air Bungalows with glass protection, connected with "Cresheim" and "The Rookery" by sheltered walks.

The life is almost entirely in the Open Air. Class work is done in glass protected Bungalows, and Outdoor Sports fill the afternoons. During the spring and autumn meals are served on an enclosed Porch, and there are two Sleeping Porches for those who desire to sleep out of doors.

The Course includes two years in La Maternelle for Children from four to six, the Lower School for Boys and Girls to ten years, and the Upper School for Girls from eleven to sixteen.

College Preparation is begun and a high scholastic standing in all academic branches is maintained. French is emphasized in the School and Family Life. Domestic Science, Industrial Arts and Fine Arts form an integral part of the Course of Study. Attention is given to Design, Pottery and Woodwork. Alberto Jonas is Supervisor of Piano.

There is intimate, affectionate family life. The religious life is sincere, earnest and spontaneous. Every effort is made to train children to meet the duties and responsibilities of life in a joyous spirit and to guide them in the enjoyment of wholesome and simple pleasures.

Write Mr. Sargent, 14 Beacon Street, Boston.



WINTER SPORTS OF ALL KINDS ARE ENJOYED ON THE GROUNDS

THE COWLES SCHOOL,

Oak Lane, Philadelphia, Pennsylvania.

MISS EMMA MILTON COWLES, A.B., Head.
MR. OLIVER DENTON, Visiting Director of Piano Department.

The Cowles School for Girls, reorganized in 1919, is a Boarding and Day School emphasizing College Preparation, but providing General Academic Courses with special opportunities in Music, Art, Vocal Expression, Typewriting, Stenography and Domestic Arts.

Oak Lane is an attractive suburb of Philadelphia, eight miles from Reading Terminal Station. All the advantages of a large city are available, and the resources of Philadelphia can readily be drawn upon. There is a large Faculty of College Trained Women and Specialists in every department.

The School Grounds of more than six acres are beautifully laid out. The Natural Lake, fed by a little stream, is four hundred feet long and one hundred and fifty wide. Since it is only three feet deep, it is very safe for Canoeing and Skating. Cups are awarded at the Tennis Tournament, Competitive Gymnastic Drill and Swimming Meet. Match games are played in Field Hockey and Basketball. Eurhythmics, taught throughout the year, develops Individual Expression through Creative Games, Dances, Pantomimes, Stories and Playlets.

The Riding Academy and the new Y.W.C.A. building in the vicinity offer opportunity for Riding and Swimming.

The Main Building and the Recitation Hall, connected by a covered corridor, are both of stone construction and are supplied with Sanitary and Modern Equipment.

The number of boarding pupils, limited to twenty-five in the Main Building, makes possible an Intimate Home Life. Girls under fourteen live in a separate Cottage. Small Classes make Individual Attention possible.

For School and Camp Information and Catalogs



HIGHLAND HALL, Hollidaysburg, Pennsylvania.
MISS ELLEN C. KEATES, A.B., Principal.

Highland Hall is a Boarding and Day School emphasizing College Preparatory work, and offering General Courses and special facilities in Music, which may be taken as a college entrance subject, Domestic Science and Secretarial Studies.

A two year varied and interesting course in advanced work is offered to graduates from accredited schools.

The grounds of the School afford opportunity for Hockey, Basketball, Volleyball and Tennis. The Swimming Pool and Gymnasium are connected with the Main Building.

In the Fall and Spring terms Canoeing and various features of Camp Life are enjoyed. A spacious covered Sleeping Porch enclosed on three sides by casement windows as a protection against storms, accommodates thirty-five beds.



AT THE SCHOOL CAMP THREE MILES FROM THE CAMPUS

Write Mr. Sargent, 14 Beacon Street, Boston.



THE BIRMINGHAM SCHOOL, Birmingham, Pa.

ALVAN R. GRIER, President.
PRESTON S. MOULTON, Head Master.

Birmingham, in a Healthful and Invigorating Climate in the Alleghany Mountains, is a Home School which gives a Broad and Thorough Education. There are six School Buildings. Outdoor life and Physical Education are emphasized. One hundred acres afford opportunities for all Sports.

Four Year Courses, both College Preparatory and General, are offered, and Advanced Courses for High School Graduates.



MISS SEARING'S SCHOOL FOR GIRLS,
39 Maple Ave., Morristown, New Jersey.

MISS ETHEL MARSH SEARING, A.B., Principal.

The Curriculum is College Preparatory, but a General Course is given for those pupils not anticipating College.

A Home Country School for Girls from seven to fourteen years. A Summer Camp for girls in the Northfield hills.

For School and Camp Information and Catalogs



TENNIS COURT ON THE SCHOOL GROUNDS

THE WILKES-BARRE INSTITUTE,

Wilkes-Barre, Pennsylvania.

Miss ANNA MILES OLCOTT, Principal.

Wilkes-Barre, on the banks of the Susquehanna, surrounded by low forest covered mountains, has many of the advantages without the restrictions of a large city.

Rockwell Hall, the Residence for twenty boarding pupils, ten minutes from the School Building, consists of two large communicating houses in the pleasantest part of town. The School Building, thoroughly equipped, has spacious Class Rooms, well ventilated and lighted.

The excellent results achieved on the College Board Examinations in June, 1919, after a year of unprecedented handicaps, has given the Institute a recognized place among the finest College Preparatory Schools of the country. Special courses in Modern Languages, Music and Art are offered.

Throughout the school year sports and games, outdoor and indoor, are carried on under careful supervision.

Graduates are proving their ability at Vassar, Wellesley, Mt. Holyoke, Bryn Mawr and elsewhere. Special Courses are arranged for girls not going to College.

The Institute is not the School for girls who wish to dawdle or shirk, nor for those who fail to appreciate a loyal, helpful spirit.

Individual attention is given to each pupil; individual differences are dealt with in such a manner that weaknesses may be overcome and special aptitudes developed.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE GARRISON FOREST SCHOOL, Garrison, Md.

Miss MARY MONCRIEFFE LIVINGSTON.

Green Spring Valley, the site of the School, is an historic locality, within ten miles of Chesapeake Bay, but at an elevation of 600 feet. The healthful region is equal to any in the country for all-year-round pleasant weather.

Here girls may live unfettered, more naturally, more wholesomely and less pretentiously than can be the case in town.

The Main Building is a spacious Country Home. The new Gymnasium provides for School Dramatics.

In all Departments of the School the aim is to teach Thoroughness and Accuracy and especially to develop the pupil's Powers of Concentration, Application and Expression.

GUNSTON HALL,

1906 Florida Ave., Washington, D.C.

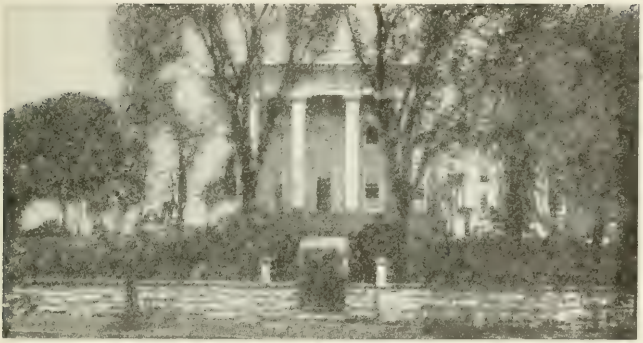
Mrs. BEVERLEY R. MASON, Principal.

Gunston Hall is a Day and Boarding School for two hundred pupils. The Boarding Pupils come from all parts of the United States.



Gunston Hall stands for Character Building as well as scholastic attainment and offers a full Academic Course, including College Preparation and two years of Post Graduate work in elective subjects.

The location in the city makes accessible to students opportunities for attending Concerts, Lectures, Plays, Congressional Debates, Art Exhibits, Museums and Government Buildings. The School is within ten minutes walk of attractive Country.



STUART HALL, Staunton, Virginia.

MRS. H. N. HILLS, A.B., Wellesley, Principal.

Stuart Hall, the Diocesan School of Virginia, is the Oldest Boarding School for Girls in the state.

College Preparatory Course. Academic Course for those not going to College. Primary and Intermediate Departments.

All Outdoor Sports.

COLLEGIATE SCHOOL FOR GIRLS,
1619 Monument Avenue, Richmond, Virginia.

MISS HELEN BAKER, Head of School.

This is a Day School, situated in the most beautiful residential section of Richmond.

The Faculty and Officers number thirty-two and provide a complete Course of Instruction from Kindergarten through the High School Course in Preparation for College.

The Lower School, in addition to the usual work of the Primary Grades, gives instruction in French, Diction, Drawing and Physical Training.

The Upper School offers two Courses: College Preparatory leading to a Diploma, which prepares girls for Vassar, Barnard, Smith, Mount Holyoke and Colleges of like standing; General Course leading to a Diploma, which includes both Prescribed and Elective Subjects.

The present Building was erected in 1917 and is now being enlarged to make it superior to any building in the South.

Music and Art are taught at the Columbia School of Music and Arts, with which the School is closely affiliated.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE RESIDENCE AND THE SCHOOL BUILDINGS

THE SMEAD SCHOOL FOR GIRLS,

2015 School Place, Toledo, Ohio.

Miss ROSE ANDERSON, A.B.
Miss ELSIE GRACE ANDERSON } Principals.

The Smead School for Girls, now in its thirty-sixth year, is a Permanent Institution incorporated in 1911. There are four departments—Montessori, Primary, Intermediate, High School.

SCIENCE HILL SCHOOL,

Shelbyville, Kentucky. Established 1825.

Mrs. W. T. POYNTER, A.B., Wesleyan, Principal.

A Preparatory School for Wellesley, Vassar, Smith, Mt. Holyoke, Randolph-Macon, Cornell University, and other Colleges. General Course, Domestic Science, Music.

The Boarding Department is limited so that each student receives Personal Supervision and Attention.



The Departments of Piano, Violin and Voice are in charge of women of experience who have had years of study with eminent teachers of this country and of Europe.

For Recreation the Girls have Horseback Riding, Driving, Tennis, Basketball, Hockey, and Indoor Games.

Trolley connections with Louisville permit attendance at Plays, Concerts and other Educational Entertainments.



VIEW OF BUILDING FROM THE TERRACE

COLUMBIA INSTITUTE, Columbia, Tennessee.

Rev. CHARLES KENNETH THOMSON, President.

Begun in 1828 and chartered in 1835, this is the oldest school in the South for girls. Mark Twain, knowing its attractiveness, wrote, "A beautiful school on Duck River, where the young girls of the South receive their education in a castle."

The site was chosen for its Beautiful Scenery and Wonderful Climate. The official mean winter temperature is 42°.

It is now a Junior College, offering College Preparatory and Finishing Courses. Six Scholarships are awarded.

The Main Building contains a spacious Recreation Hall, large Library and Museum, the Infirmary, the Gymnasium, the Dormitory Rooms and Rooms for the Faculty.

Columbia is an Episcopal Home School in which the president and Mrs. Thomson, as well as the teachers, live with the young ladies as one large family.

Outdoor Recreation, Dancing and Physical Training are well provided for. Board and tuition are $585.



PHYSICAL TRAINING

Write Mr. Sargent, 14 Beacon Street, Boston.



SMITH HALL, THE RECITATION BUILDING

FERRY HALL, Lake Forest, Illinois.

MISS ELOISE R. TREMAIN, A.B., Bryn Mawr, Prin.

Ferry Hall is distinguished for its delightful location on Lake Michigan, its nearness to Chicago, its Complete and Attractive Plant, its Thorough Work and High Standards.

THE BEST SCHOOL FOR YOUR DAUGHTER

WHICH IS IT? WHERE IS IT?

Choosing a School for a Daughter is one of the most serious and responsible functions a parent is called upon to perform.

Why not have Expert Guidance in this as you would in Law or Medicine?

If you will write Mr. Sargent he can help you to find just the Right School, if it anywhere exists.

Write him fully about your girl's temperament, tastes and tendencies, and tell him what you want a School to do for Your Daughter.

Do you wish the influence of a strong, sympathetic woman of high ideals, who understands and can influence girls?

Do you want exceptional opportunities for an ambitious and talented girl?

If you want the best College Preparation or the Broadest Cultural Influences, Mr. Sargent can tell you where to find What You Want.

State clearly the girl's past schooling, her difficulties and desires, whether you wish a large or a small school, the *region preferred and the expense limit.*

For School and Camp Information and Catalogs



THE MARLBOROUGH SCHOOL FOR GIRLS,

Adjacent to Windsor Square, Los Angeles, Cal.

MRS. G. A. CASWELL, Principal.

The Marlborough is a Boarding and Day School which for a generation has been closely identified with the educational activities of southern California. Complete and perfect Equipment, competent Instruction, attractive Home Life and the Climatic Attractions give this School a National Appeal.

While its main purpose is to Fit Girls for Life, it offers superior advantages in College Preparation.

The School occupies New Buildings completed in 1915. The Main Building, two stories high, surrounds three sides of a patio, which is used for outdoor study.

The Domestic Science Department is provided for in the Main Building in a Model Flat especially designed for its needs. Beyond are the Music Building and Gymnasium.

The grounds comprise four acres. This gives room for three Tennis Courts, Hand Ball, Clock Golf and other out of door sports, with ample space, air and sunshine within and without.



Write Mr. Sargent, 14 Beacon Street, Boston.



A CAMPING TRIP

SANTA BARBARA GIRLS' SCHOOL,
Santa Barbara, California.

MISS MARION L. CHAMBERLAIN, A.M., Radcliffe.

A Country Day and Boarding School, whose able corps of teachers maintain the Standards of the best eastern schools.

The Climate permits Sleeping, Studying and Playing Out of Doors practically the whole school year.

A Catalog will be sent on request.

THE KATHARINE BRANSON SCHOOL,
San Rafael, Marin County, California.

MISS KATHARINE FLEMING BRANSON, A.B.,
MISS LAURA ELIZABETH BRANSON, A.B.,
Heads of the School, Both Graduates of Bryn Mawr.

To both Day and Resident Pupils the School offers twelve grades of work preparatory for College.

The Course of Study is planned to meet the most exacting requirements for entrance into Bryn Mawr and the other Colleges. The School offers no special courses.

The Setting is wonderfully beautiful at the foot of Mt. Tamalpais on San Francisco Bay.

The Climate is so unusually healthful and invigorating that Exercise, Study and Sleeping Out of Doors can be enjoyed throughout the year.

The Resident Pupils are limited to a small group with great potentialities. Cooperation is expected from each Girl, that the School Life may prove happy and interesting.

Self-Government for the older Girls in the School develops in them Earnestness and a sense of Responsibility. Outdoor Sports are supplemented by week-end Hikes and Camping Trips to the nearby hills and mountains.

For School and Camp Information and Catalogs



THE SCHOOL FROM BEACON STREET

BEACON SCHOOL,

1440 Beacon St., Brookline, Massachusetts.

MRS. ALTHEA H. ANDREW, Principal.

Beacon School is a Day and Boarding School for Boys and Girls. The School is coeducational because it believes that the guided association of Boys and Girls in Work, Study and Play broadens their conceptions of the natural relations of social life. While the incorporators are Christian Scientists, children of all denominations are admitted.

The School offers College Preparatory, Academic, Intermediate, Primary and Kindergarten Courses as well as special courses in Household Arts and Music.

Hillsview, a country estate of sixty-five acres, in the Blue Hill region, is used for week ends during the school year and for a Camp for Boys and Girls during July and August.



VOLLEYBALL AT CAMP HILLSVIEW

Write Mr. Sargent, 14 Beacon Street, Boston.



THE HORACE MANN SCHOOL,

Teachers College, Columbia University.

HENRY CARR PEARSON, Principal.

The Horace Mann School includes a High School for Girls, an Elementary School and a Kindergarten for Boys and Girls.

The six year Course of Study in the High School gives a well-rounded General Education and prepares fully for any American College. Excellent advantages are offered in the Household and Fine Arts, in Science and in Physical Training.

The School Building, accommodating nine hundred pupils, is thoroughly equipped in all matters which relate to Health, Comfort and Convenience. The first and second floors are occupied by the Elementary School, the third and fourth floors by the Girls' High School. The basement and fifth floor contain subsidiary accommodations.

The Physical Education Building contains a large Gymnasium, thoroughly equipped, a Swimming Pool, Exercise Rooms, a Bowling Alley, Baths and Lockers. A playground at Fieldston, W. 246th Street, overlooks Van Cortlandt Park.

Open Air Classes are conducted for pupils of the second, third and fourth grades who are most in need of such conditions.





MUCH OF THE LIFE IS IN THE OPEN AIR

ST. GEORGE'S SCHOOL, Norfolk, Virginia.

Miss EVELYN H. SOUTHALL, Principal.

St. George's is a modern Day School for Girls and Boys of Primary, Secondary and College Preparatory Classes.

The Course of Study is broadly planned with much attention to French, Music, Art, Science and Nature Study. Exceptional advantages are offered in French, Music and History of Art.

The Classes are limited in number. Each child is under Constant Supervision and receives Individual Instruction. Advancement is made without regard to time.

There is an Open Air Class for little children from three to six years old. French is begun in the smallest classes by means of Games, Songs and Primer Work.

The Intermediate Department covers a three years' course of study. Special care is given to Mathematics, English, Geography and History.

The Upper School, covering four or five years, prepares for College Entrance. Latin is begun in the first year and English, History, French, Mathematics, Science and Art are continued through each year.

A gradual approach to the Study of History is made from the earliest years. In their Nature Study the children are encouraged to add to the Museum.

The School Building is especially designed with a view to afford ample Fresh Air, Sunshine and best Ventilation and Lighting.

High Ideals are held up to the pupils and the Honor System is successfully applied.

Fourteen Prizes are awarded for Excellence.

Write Mr. Sargent, 14 Beacon Street, Boston.

CHEVY CHASE COUNTRY DAY SCHOOL,

Washington, District of Columbia.

MR. and MRS. STANWOOD COBB.

A Modern and Progressive Day and Boarding School for Boys and Girls which offers an intimate Home Life to a small number of Boarding Pupils.

There is much Freedom about the Life of the School and a large measure of Self Government on the part of the Pupils. Much of the school work is in the Open Air which the Mild Climate makes possible.

Story Telling, Folk Dancing, Nature Study Excursions, Schoolroom and Outdoor Games, Rhythmic Expression, Craft Work, Improvised Drama and other varied activities are utilized for their Educational Value.

Excursions to the Museums and National Institutions of Washington are planned in correlation with the School work.

Through the use of Progressive Methods, justified by experience elsewhere as worth while, Interest is aroused and Children who have formerly been indifferent to study are stimulated to activity and made to work with zest, and are effectively trained in regular Grade Work.



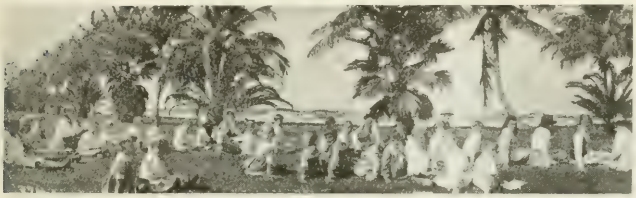
THE CORA L. WILLIAMS INSTITUTE,

Thousand Oaks, Berkeley, California.

MISS CORA L. WILLIAMS, Ph.B., M.S., Principal.

The Institute is established for the applying to education of the philosophy of involution. It teaches the power and joy coming from cooperative Thinking as well as from cooperative Work and Play. The result is to make education a Growth in Consciousness instead of the mere acquisition of knowledge.

The Institute is both a Council Hall and a School. As a Council Hall it offers Parents a voice in the Education of their Children. It admits both Boys and Girls (Day Pupils only) and covers all Grades from the Primary through the High School. The pupil is not only prepared for College, but he learns to do creative work of a high order.



OUTDOOR SCHOOL IN MID-WINTER—UNDER THE PALMS

THE PALM BEACH PRIVATE SCHOOL,

Palm Beach, Florida.

Miss CAROLINE E. GATES, Principal.

This is a Day School for both Boys and Girls. The Courses are arranged and planned for children of Winter Tourists as well as Residents. The work of the child's home school in the North is continued under competent instructors. The Course covers Classes from Kindergarten to High School inclusive. In addition to the usual school subjects, instruction is given in Music, Piano, Expression and Domestic Science. Open Air Classes are a feature. Class or Private Work is offered as desired. The School is centrally located in Orange Grove Park near the Hotels.

Faculty

Miss Caroline E. Gates, Principal.
Miss Madeleine Rose Godio, French.
Miss Katrine Dietrich, Latin, Spelling, Reading.
Miss Bessie M. Kelly, Mathematics, History, Geography.
Mrs. Zona M. White, Algebra, Geometry, Science, Latin.
Miss Myra Rowland Wiley, High School English, History.
Mrs. F. Wilson, Domestic Science.
Miss Ethel Inez Rowe, Music.
Miss Irene Neucaterlein, Primary and Kindergarten.



BUNCH OF P.B.P.S. BOYS



SEWING CLASS OF P.B.P.S.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE AMES FAMILY SCHOOL, Chicopee, Mass.

MRS. E. WOODWORTH HALE
MISS ELEANOR AMES HALE } Principals.

A Home School for Children from three to twelve years, it occupies a fine old Colonial mansion set in spacious, beautiful Grounds. Children may enter at any time.

A happy Family Life provides an ideal setting for implanting the best in Music, Literature and Drama, and training in the all important three R's. The School endeavors to develop healthy, happy and well mannered young Americans.

Catalogs, Pictures and References on request.

BOSTON SCHOOL OF PUBLIC SPEAKING AND DRAMATIC ART,

815 Boylston St., Boston, Massachusetts.

MRS. FLORENCE EVANS
MISS FLORENCE CUNNINGHAM } Directors.

The School offers a one year course. Lectures, Rehearsals and Criticisms are combined to the best advantage, the result being a complete training in as short a time as possible.

Our aim is to Help each individual to so order his Thinking and handle his Vocabulary that he may be able to Convince his audience, whether he be Speaking in Public, in every-day Conversation, Interpreting a Play, or Acting.

This Course meets the needs of those (1) whose business or profession requires Facility in the Use of the Spoken Word; (2) who desire Personal Culture and Increased Efficiency; (3) who wish Preparation for the Stage.

Courses of Instruction include Public Speaking, Acting, Conversation, Interpretation, Elementary Principles, Methods of Instruction, Voice, Criticism, Play Direction, Impersonation, Pantomime, Dalcroze Eurhythmics.

The Summer Term during July and August is conducted at East Gloucester. The School Studio is pleasantly located at Rocky Neck. The Playhouse-on-the-Moors is available for Production of Plays.

For School and Camp Information and Catalogs



THE DRAUGHTING ROOM

CAMBRIDGE SCHOOL OF DOMESTIC ARCHITECTURE AND LANDSCAPE ARCHITECTURE, 4 Brattle St., Cambridge, Massachusetts.

HENRY ATHERTON FROST, A.B., M.Arch., Director.

The School offers a Three Year Course to Women, both in Architecture and in Landscape Architecture, so far as it concerns the field of domestic work.

Winter term begins October 4, 1920.

GARLAND SCHOOL OF HOMEMAKING, 2 Chestnut Street, Boston, Massachusetts.

MRS. MARGARET J. STANNARD, Director.

The Garland School of Homemaking was established in 1902 to emphasize the need of special training of girls for Home Responsibilities.

The complete Course is planned to follow School or College work and to apply the knowledge gained by general study and experience to special problems of daily living—the problems of Food, Clothing, Work, Recreation, the Use of Money, etc.

This Course is of immediate value to a Girl, for the intelligent direction of her own life; it increases her Usefulness as a volunteer in Community Service; it prepares her for the Care of a Home and Family.

Accommodations for Resident Pupils are provided in Home Houses, where the students put into practice the principles of Homemaking and Housekeeping.

The City and its near environment provide a great variety of Outdoor and Indoor Amusement and Recreation, so that each student may choose according to her special needs and interests. Catalog on request.

Write Mr. Sargent, 14 Beacon Street, Boston.



FAELTEN PIANOFORTE SCHOOL,

30 Huntington Avenue, Boston, Massachusetts.

CARL FAELTEN, Director.

The Faelten Pianoforte School offers instruction for beginners and students of all grades of advancement in: The Understanding of Music, The Art of Pianoforte Playing and the Art of Teaching Music.

The School is conveniently located in the educational center of the city, and is easily accessible from all parts of the Metropolitan District. Excellent facilities for Residence are now provided for Students from a distance, coming to Boston to study Music.

The School is devoted exclusively to instruction in Pianoforte and related subjects, including Repertory, Sight Playing, Ensemble Playing, Accompanying, Technic, Fundamental Training, Ear Training, Memory Culture, Transposition, Score Reading, Harmony, Counterpoint, Composition, Musical Analysis, History of Music and Normal Training. The unique coordination of the foregoing is accountable for the School's marked Success.

The Preparatory Course covers a period of seven years and equips the pupil for thorough musical and pianistic efficiency. Completion of this Course admits the pupil to the Sophomore Class of the College Course.

The College Course is arranged for adult students who make Music their principal study, and covers a period of four years for a Diploma.

Ample opportunities are given to students of all grades to play before others by suitable Class Meetings and frequent semi-public Recitals. The Faelten System lays equal emphasis on the acquisition of general musical knowledge, trained ear, reliable memory and pianistic skill.

School Term: September 15 to June 15. Office open throughout the year. Rates on application.

For School and Camp Information and Catalogs



THE CONSERVATORY BUILDING, HUNTINGTON AVENUE

NEW ENGLAND CONSERVATORY OF MUSIC,

Huntington Avenue, Boston, Massachusetts.

GEORGE W. CHADWICK, Director.

Located in the musical center of America, the Conservatory affords pupils the opportunity, the environment and atmosphere so necessary to a finished musical education.

The Conservatory Building, Huntington Avenue, is constructed on the most approved modern plans. Jordan Hall, the gift of Eben D. Jordan, former President of the Board of Trustees, has a seating capacity of over a thousand.

The smaller Auditorium, seating over four hundred, is used for Lectures and Recitals and for Dramatics; also as an Assembly Hall for social purposes. The facilities for Organ Practice are unexcelled, fourteen Pipe Organs being used.

The Curriculum offers courses in every branch of Music, applied and theoretical, in class or private instruction: Pianoforte, Organ, Voice, Violin and all other Orchestral Instruments, Composition, Harmony, History of Music, Theory, Solfeggio, Literature, Diction, Choir Training, Ensemble, Woodwind Ensemble and String Quartet.

The Vocal and Instrumental lessons of the School are given either privately or in classes of three; the theoretical work (Dictation, Harmony, Solfeggio, etc.) is taught in larger classes.

French, Italian and German are studied. The Dramatic Department affords practical training in Acting.

Address Ralph L. Flanders, General Manager.

Write Mr. Sargent, 14 Beacon Street, Boston.

ETHICAL CULTURE SCHOOL,

Central Park West & 63d Street, New York City.

FELIX ADLER, Founder and Rector.
FRANKLIN C. LEWIS, Superintendent.



Kindergarten, Elementary, High School, Outdoor Kindergarten - Primary and Manual Training Normal Classes and Art High School.

A coeducational School. Ethics Instruction in every grade. Plant, Course of Study, Students and Faculty are chosen with a view to the supreme end, "to develop in each individual student the Knowledge, Interest, Ideals, Habits and Powers whereby he will find his place in our Democracy and use that place to shape both himself and society toward ever nobler ends."



THE SAVAGE SCHOOL FOR PHYSICAL EDUCATION,

308 W. 59th St., New York City.

DR. WATSON L. SAVAGE, President.

The largest School for Physical Education in New York State. Faculty of Specialists, men and women of national reputation.

Prepares Men and Women to become Teachers, Directors or Supervisors in Schools and Playgrounds. Graduates of High Schools are admitted without examination.

For School and Camp Information and Catalogs

AMERICAN ACADEMY OF DRAMATIC ARTS, Carnegie Hall, New York City.

Founded in 1884.

FRANKLIN H. SARGENT, President.

The American Academy is the first Institution founded in this country for the purpose of giving a complete Course in Dramatic Training.

The School is chartered as a private corporation by the Regents of the State of New York. Among the Board of Trustees are such well known names as Daniel Frohman, John Drew and Augustus Thomas.

The Junior Course covers all the essentials in the technical training for the stage or platform. The Senior Course includes advanced study and supplies the fundamental experience. The Senior Class is organized as the Academy Stock Company.

The Faculty includes specialists in the subjects of Physical Training, Pantomime, Life Study, Vocal Expression, Dramatic Reading, Modern and Standard Drama, Dramatic Analysis, Literature, Dancing, Fencing, Make-up, etc.

Catalog upon request to the Secretary.

THE CENTRAL SCHOOL OF HYGIENE AND PHYSICAL EDUCATION, Central Branch Y.W.C.A., 610 Lexington Avenue, N.Y. City.

Miss HELEN McKINSTRY, Director.

Two Year Normal Course in Hygiene and Physical Education. One Year Normal Course in Swimming.



Requirements for admission include graduation from an approved High School or its equivalent, innate capacity, personality and health.

Three floors of Central Y.W.C.A. are occupied. Gymnasium, Corrective Gymnasium, Swimming Pool, Library, Lecture Rooms, Cafeteria are in the building. The location is easily accessible to all.

Strong staff of specialists. Unusual facilities for Practice Teaching. June Camp.

Write Mr. Sargent, 14 Beacon Street, Boston.



N. Y. SCHOOL OF FINE AND APPLIED ART.

FRANK ALVAH PARSONS, President.
SUSAN F. BISSELL, Secretary, 2239 Broadway, N.Y.

Domestic Architecture, Landscape Design, Interior Decoration, Clothes and Stage Design, Poster Advertising, Industrial Design, Illustration, Painting. Training teachers in Industrial Art. Read our Catalog. Opens September 9.

NEW YORK SCHOOL OF MUSIC AND ARTS,

150 Riverside Drive, corner 87th St., N.Y.C.
RALFE LEECH STERNER, Director.

The School is ideally situated, overlooking the historic Hudson, one block from the Soldiers and Sailors Monument. Building is completely equipped for Resident and Day Pupils. Out of town lovers of music and arts find here a real home.



All branches of Music and the Arts are taught by a Faculty of some eminent teachers of Europe and America.

Individual attention to the needs of the pupils.

Weekly student recitals and concerts are held.

Summer courses for teachers, of six and ten weeks' duration, are a special feature of the School Teachers' certificates given for satisfactory work. Write for Catalog.

For School and Camp Information and Catalogs

TEMPLE UNIVERSITY, Philadelphia, Pa.

RUSSELL H. CONWELL, D.D., LL.D., President.
LAURA H. CARNELL, A.B., Litt.D., Dean.

A School where actual DOING forms a leading feature of the thorough, comprehensive and practical training.

Splendidly equipped departments, in modern, scientific buildings, offer unusual facilities for teaching in

Theology	Sciences	Pharmacy
Medicine	Physical Training	Music
Law	Dentistry	Civil Engineering
Liberal Arts	Chiropody	Chemistry

The Teachers College prepares teachers for High Schools, Elementary Schools, Kindergarten, Business Schools, Physical Training, Household Art and Science, Music, Manual Arts and workers in Social Service.

The Department of Business Education includes Advertising, Salesmanship, Realty, Banking, Accounting, Commercial, Secretarial, Insurance. Dormitories for men and women.

The Industrial and Technical Courses include Chemistry, Surveying, Structural Engineering, Hydraulics, Drawing, Millinery, Dressmaking, Costume Design and Cookery.

Write for Catalog S. H. 1, stating course you want.

COLUMBIA SCHOOL OF MUSIC AND ARTS, INC., Richmond, Virginia.

MRS. CHANNING WARD, Head of School.
MISS HELEN BAKER, Associate Head of School.

This foremost School of Music and Arts in the South is in direct affiliation with three New York Schools—the Herbert Witherspoon Studios, David Mannes Music School and New York School of Fine and Applied Arts, of which Frank Alvah Parsons is President.

The Columbia School offers courses in Piano, Voice, Violin, Violoncello, Harp, Harmony and Theory, History and Appreciation of Music, and also a thorough course in Applied Art.

Lectures, Concerts and Recitals are given by eminent Educators and Artists.

The Class in Normal Training is in charge of Mr. and Mrs. Crosby Adams. Languages and Academic Studies may be arranged for at the Columbia School in connection with Music and Art Courses by special arrangement with the Collegiate School for Girls.

A Special Master Class, under Rudolph Ganz, will be conducted in May and June, 1921. For Catalog address Secretary.



BATTLE CREEK SCHOOL OF HOME ECONOMICS.

An outgrowth of the educational work of the Battle Creek Sanitarium—one of the largest health institutions in the world.

With its various laboratories, the unexcelled clinical and dietetic facilities and its Faculty, who comprise the medical staff of the Sanitarium, the School is exceptionally well prepared to train young women for

1. The Profession of Dietitian in Hospitals, Sanitariums and other Institutions; Consulting Dietitian in Communities; Laboratory Technician.
2. The Profession of Teaching Domestic Science and Domestic Art in public and private schools. Extension Work, Lecturing and Demonstrating.
3. The Profession of Scientific Homemaking.

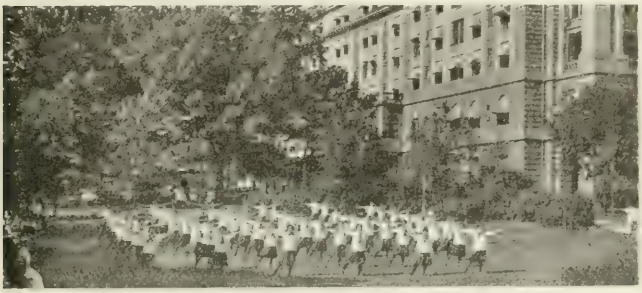
Opportunity is provided for students to defray expense of board and room by employment in dietetic departments.

Students enjoy beautiful surroundings and healthful recreation in the form of Tennis, Golf and Swimming, and are afforded every facility for Boating, Canoeing and Picnic Parties.

More calls are received for graduates than can be filled. As accommodations are limited, early enrollment is recommended. Address Registrar, B. C. Sanitarium School of Home Economics, Box 12, Battle Creek, Mich.



For School and Camp Information and Catalogs



NORMAL SCHOOL OF PHYSICAL EDUCATION, Battle Creek, Michigan.

The Normal School was organized in 1909 as part of the educational work of the Battle Creek Sanitarium. It has a three years' course and gives a diploma of recognized merit.

The Faculty of Specialists of a great medical institution train the students personally to exemplify the high ideals of Physical Training—wholesomeness, strength, vitality, poise, grace, gentlewomanliness, loyalty, leadership and efficiency.

Students are trained to be Health Directors, Physical Training Teachers, Playground Directors, Supervisors, Health Organizers and Athletic Coaches of High Schools, Colleges, Y.W.C.A.'s, etc.; Directors and Organizers of Community Centers and Playgrounds, Welfare and Social Organizers in Factories, Department Stores and Business Offices, etc.

The equipment is most complete and adequate, including the large Sanitarium Gymnasium, a smaller combined club room and gymnasium, Athletic Field, Tennis Courts, Outdoor Gymnasium, Outdoor and Indoor Swimming Pools.

A Summer School is held at Gull Lake; also a one year course for Normal School Graduates. Games, Folk Dances, Pageantry, Scout and Camp Fire Courses are taught.



The tuition is moderate and opportunities are provided for partial self-support. For further details address Linda M. Roth, M.D., Dean.

Write Mr. Sargent, 14 Beacon Street, Boston.



BATTLE CREEK TRAINING SCHOOL FOR NURSES.

A Department of the Sanitarium and Hospital.

The Battle Creek Sanitarium and Hospital is a large institution with a total of nine hundred beds. It offers a thorough and varied experience in medical, surgical, physiological, obstetrical and children's work.

Along with theoretical instruction, nurses in training are brought into contact with the actualities of the profession and are given practical lessons in the work itself.

No school of nursing is richer in opportunity for complete instruction. Greater opportunities for training are offered than in the average hospital course. In addition to training for all emergencies, Sanitarium nurses receive instruction in preventive nursing.

Special training is given in Hydrotherapy, Phototherapy, Electrotherapy, Massage, Dietetics, Hygiene, Cookery and the great variety of curative measures employed in the Battle Creek system of treatment. A three year training course is open to young women from twenty to thirty-five who have had the equivalent of a high school course.

Each nurse is encouraged to improve her health and physique during her training. A splendid gymnasium and outdoor and indoor swimming pools offer special opportunities.



Students may enter on the Probationary Course at any time. There is no tuition fee. Opportunities are provided for meeting all living expenses.

A Post Graduate Nurses' Course and Training Courses for men are also given.

Write for Catalog.

For School and Camp Information and Catalogs



CUMNOCK SCHOOL, Los Angeles, California.
Miss HELEN A. BROOKS, Director.

The oldest School of Expression in Southern California.
Distinctive courses in Literary Interpretation, Literary Appreciation, Modern Drama, Browning, Dramatic Art, Play Production, Story Telling, Public Speaking, Voice and Diction, Art, Pedagogy, Story Writing, Modern Languages, Physical Education. University Credit. Academy and Junior School.



CENTRAL INSTITUTE FOR THE DEAF,
818 S. Kingshighway, St. Louis, Missouri.
Miss JULIA M. CONNERY, Principal.

Oral School for Deaf Children. Normal Training School.
Instruction in Lip Reading for Adults.
Corrections of Defects in Speech.
Endorsed by leading ear specialists and teachers.

Write Mr. Sargent, 14 Beacon Street, Boston.



THE HOME OF THE SARGENT SCHOOL, OVERLOOKING JARVIS FIELD

THE SARGENT SCHOOL FOR PHYSICAL EDUCATION, Cambridge, Massachusetts.

DR. DUDLEY A. SARGENT, President.

Established by Dr. Sargent in 1881, the School has always led in advanced methods of Physical Training for Women.

It aims to prepare Teachers of Physical Education to meet varied Conditions and Demands with Capability and Initiative.



SARGENT CAMPS FOR GIRLS, Peterboro, N.H.

Special attention is given to Physical Training carefully regulated and adapted to the needs of each individual.

In addition there are Swimming, Rowing, Paddling, Games, Hikes, Mountain Trips, Canoe Trips, Horseback Riding, Nature Study, Music and Dramatics and Tutoring.

The Camps are one thousand feet above sea level in the Monadnock region. The Senior Camp is for Girls fourteen to twenty-four; the Junior Camp, eight to thirteen.

Send for booklet. Sec'y, 8 Everett St., Cambridge, Mass.

For School and Camp Information and Catalogs



THE TENTS AMONG THE BIRCHES

CAMP TECONNET, China, Maine.

THE ISLAND CAMP FOR GIRLS.

MR. and MRS. CHARLES F. TOWNE,
Lasell Seminary, Auburndale, Massachusetts.

The Camp location, occupying the whole six acres of Teconnet Island in China Lake, is unique. Surrounded by the clear waters of the Lake, the mass of white birches forms a picturesque background for the tents that line the shores.

The Club House is a roomy and cheery place for rainy days and social evenings, with its open fire, piano, victrola, pool and ping pong tables. The Dining Hall is near at hand. A Motor Boat, a Fleet of Skiffs, Canoes and Sponsons, Tennis and Basketball Courts, complete the equipment.

Mr. and Mrs. Towne have chosen their Staff of Councilors with greatest care. Many of them are Specialists.

Great care is exercised in the selection of a well-balanced diet and the preparation of the food. The butter, eggs, milk, cream, berries, vegetables and chicken are supplied by the nearby farmers. Excellent drinking water is furnished from a spring on the mainland.

The evenings at Teconnet are varied and filled with good times. The girls are divided into groups and under the leadership of a councilor take turns in providing amateur theatricals of every description. Then there are the evenings with Games, the nights to Dance and, best of all, the wonderful times about the open campfire.

Tuition, which includes all activities, Instruction, Trips, Horseback Riding, is $300; the half-season, $165.

A beautiful Illustrated Booklet will be sent on request.

Write Mr. Sargent, 14 Beacon Street, Boston.



INSTRUCTION IN HORSEBACK RIDING IS A LEADING FEATURE

KINEO CAMPS FOR BOYS, Harrison, Maine.

IRVING G. McCOLL, B.L., Hotel McAlpin, N.Y.C.

Three separate Camps.

CAMP KINEO is for boys under sixteen, classified as Juniors, Middlers and Seniors, according to age and development. The Camp Council provides one reliable man of mature judgment for every five boys.

KINEO OCEAN CAMP is located on New Meadows River and is for boys from twelve to sixteen who desire salt-water experiences. They may spend half time at Camp Kineo.

MT. WASHINGTON CAMP at Glen House, Gorham, N.H., provides for boys from the other camps on mountain trips.

Horseback Riding is under safe and efficient direction. Swimming, Canoeing, Boating and all Water Sports are unusually well safeguarded under strict regulations. The Nature Study and Campcraft are of real value. Instruction for three hours each day is given in something useful and interesting in addition to thorough instruction for every camper in all sports and activities.

The Honor System prevails and there is a sympathetic comradeship between men and boys. Individual attention is given to each camper's needs and the serious responsibilities assumed for the moral and physical welfare of the boys are fully realized.

For School and Camp Information and Catalogs



HAPPY, HEALTHY GIRLS ENJOYING THE CAMP ACTIVITIES

KINEOWATHA CAMPS FOR GIRLS, Wilton, Me.

IRVING G. McCOLL, B.L., General Director,
Hotel McAlpin, New York City.
ELISABETH BASS, A.B., Director.

Camp Kineowatha comprises three Camps, the Junior, Middler and Senior, for girls from eight to eighteen.

The 1920 Council includes experienced women teachers from public and private schools, a competent military man for Riding Instruction, and several swimming instructors for all Water Sports. All departments are in charge of specialists.

The living quarters of the girls are comfortable, attractive bungalows, completely equipped with modern plumbing, hot and cold running water, electric lights, spring beds, mattresses and complete bedding supplies. Most have large living rooms with fireplaces and wide, screened porches.

The daily program provides Horseback Riding, Swimming, Diving, Boating and Canoeing, Arts and Crafts, including Jewelry Making, Basketry, Leather Work, Pottery and Stencil Work, all under expert direction.

KINEOWATHA SCHOOL CAMP at Farmington, provides tutoring for older girls who wish to prepare for College Entrance Examinations or who must make up their regular school work during the summer. Many camping features are provided.

Write Mr. Sargent, 14 Beacon Street, Boston.



THIS HUSKY LOOKING GROUP ENJOYED CAMP NOKOMIS

CAMP NOKOMIS, Long Lake, Harrison, Maine.

ROY E. ADAMS, A.B., Director, Philadelphia Normal School, Philadelphia, Pennsylvania.

PRICE B. ENGLE, B.S., Director, Frankford High School, Philadelphia, Pennsylvania.

Camp Nokomis is not a mere summer resort for boys. Its aim is to Utilize the summer Vacation for the Physical, Mental and Moral Development of the boys entrusted to its care.

The Camp is well equipped. The Lodge, used as a recreation hall, contains a Piano, Library, Victrola, Game Tables and a huge fireplace. The mess hall is near by. There are two Motor Boats and a large Fleet of Rowboats and Canoes.

Trips are taken to the White Mountains and other points of interest. Tutoring is provided for those who wish.



INTERLAKEN KAMP, Manchester, Maine.

G. B. MOULTON, Director.

A camp for a limited number of boys from ten to seventeen years of age. Located on a lake in the midst of the pine woods.

Aim of the camp is to teach Individuality, Comradeship and Physical Development. Special attention given to boys who lack Initiative. Experienced college trained men have supervision in all activities over a certain number of boys.

Write for Illustrated Booklet.

For School and Camp Information and Catalogs



LONG LAKE LODGE, North Bridgton, Maine.

EDWIN V. SPOONER,
Phillips Exeter Academy, Exeter, N.H.
GEORGE W. HINMAN,
Phillips Academy, Andover, Massachusetts.

A Summer Tutoring School and CAMP for Older Boys.

Boys from more than sixty Preparatory Schools have been satisfactorily prepared for twenty-eight Colleges and Universities. The equipment is unusually complete.



HAMILTON CAMPS, Raymond, Maine.

A. E. HAMILTON, Director.

CAMP TIMANOUS, founded by the late Dr. Luther Gulick, provides fundamental Education through play, under experts and enthusiastic lovers of boyhood. Boys from eight to eleven. Handwork, Boxing, Boating, Swimming, Woodcraft, Nature Lore, Music and Imaginative Dramatics are provided.

CAMP T. R., for boys eleven to fourteen, develops leadership through definite tasks and responsibilities; Engineering, Wireless, Campcraft, Boxing, Shooting, Canoeing, Sailing, Forestry, Farming and Music.

Write Mr. Sargent, 14 Beacon Street, Boston.



"SANDY BEACHES AND ROCKY POINTS ALTERNATE ALONG THE SHORE"

CAMP WAWENOCK,

RaymondCape, Lake Sebago, Maine.

WILLIAM C. KENDALL, A.M., M.D., Director.

Camp Wawenock occupies one of the finest camp sites in Maine. Two hundred acres of cleared and wooded land extend for a mile along the shore front of Lake Sebago. Sandy beaches and rocky points alternate along the shore line.

On the property is Frye's Leap, a precipitous rock nearly forty feet high covered with ancient Indian pictographs. This is one of the most interesting natural features of the lake.

Three Cottages on the camp property form the nucleus for three camp groups.

There is an ample fleet of Motor Boats, Canoes and Rowboats. Golf, Tennis, Baseball are provided for and supervised by capable instructors from the Schools and Colleges. Water sports include instruction in Boating and Swimming.

Hiking trips to points of Scenic and Historical advantage are mapped out for all who care to camp out in the open over several days. Much attention is given to Nature Study, Woodcraft and Scouting. Boys from the ages of eight to eighteen are eligible for the camp.

Camp Owaissa, separately organized on the same property and under the same direction, is exclusively for girls.

Terms, $250 a season.

Dr. Wm. C. Kendall, a graduate of Bowdoin College in the class of '85, established his camp in 1000 to supersede the Mediwisla Club, a nature study club for small boys Since then he has added greatly to the camp equipment and personnel. For thirty years Dr. Kendall has been on the scientific staff of the U.S. Bureau of Fisheries.

For School and Camp Information and Catalogs



CAMP WILDMERE, Long Lake, Harrison, Me.

IRVING L. WOODMAN, Director,
Columbia Grammar School, 5 W. 93d St., N.Y. City.

Wildmere is ideally located on the eastern shore of Long Lake. The camp property, comprising forty-eight acres of rising land, is on the shore of a sheltered cove. Three large buildings—Bungalow, Dining Hall and Boat House. A library of attractive, wholesome books. The boys sleep in Waterproof Tents provided with flies and board floors.

The water equipment includes a 30-foot Launch, two smaller ones, two Ten-oared Boats, eight Rowboats, fifteen Old Town Canoes, Swimming Rafts and a wharf with Diving Stands.

The athletic field has a Baseball Diamond, four Tennis Courts, Volleyball Court and a Basketball Court. Field days and water sports are arranged with other camps. A feature of Wildmere is the annual trip of about a week in Motor Cars to the White Mountains and Lake Winnepesaukee.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE LUTHER GULICK CAMPS, S. Casco, Maine.

MRS. CHARLOTTE V. GULICK, Director.

SEBAGO-WOHELO is for girls from thirteen to eighteen.

LITTLE WOHELO is for girls from eight to thirteen. The Camp property of 200 acres extends along a mile of Lake Sebago. Instruction in Crafts, Horseback Riding and Water Sports.

A happy summer develops spirit, mind and body.

THE HANOUM CAMPS FOR GIRLS, Thetford, Vt.

PROF. and MRS. CHARLES H. FARNSWORTH,
Teachers College, Columbia University, N. Y. City.

The Hanoum Camps are on the Vermont hills fifteen miles north of White River Junction. To the north are the White Mountains, to the west the Green Mountains, and in the valley far below, two and a half miles east, flows the Connecticut.

The Hill Camp is for boys and girls under twelve. The Lake Camp, a mile away on Lake Abenaki, is for older girls.

The Camp has grown from nine to a hundred and twenty-five girls, and from five to two hundred acres in ten years. There are sixty-six Tents, supplemented by Shacks and Bungalows.

Girls learn how to saddle and bridle and care for a horse; how to mount and dismount, to handle the reins and to take the different gaits, and then horseback trips of three or four days' duration are taken. Each year the girls take a canoe trip, buying, cooking, serving and clearing up after each meal.

There are Tennis Courts, Basketball Fields, two Craft Houses, a Kiln, Canoes and Saddle Horses.

Health is the first consideration, and is looked after by Dietitians, Physical Training Teachers and a Registered Nurse.

For School and Camp Information and Catalogs



THE WINNETASKA CANOEING CAMPS,

HEMLOCK HILL and PINE MEADOWS for Girls.
CAMP WAWBEWAWA for Boys.
Squam Lake, Ashland, New Hampshire.
DR. and MRS. JOHN B. MAY, Cohasset, Mass.

Real camping activities are emphasized, such as Tramping, Canoeing, Swimming, Scouting, and Nature Study, with Handicrafts, Manual Training and Photography to fill up the gaps. Camping-out trips through the White Mountains are featured.



CAMP ANAWAN, Meredith, New Hampshire.

MRS. N. WINCHESTER, 31 E. Haverhill St., Lawrence.
MISSES HAZELTON, 14 Billingham St., Somerville.

Forty-five acres, twenty of beautiful pine woods with a quarter of a mile of white, sandy Beach. The buildings are 150 feet above the lake, commanding a magnificent Panorama.

Under able management success has steadily increased so that it now has an established clientele. The land and water equipment is complete. Crafts, Sports, Horseback Riding, Hiking, Nature Study, Tutoring, under competent instruction.

Senior and Junior camps. July–August $300; month, $160.

Write Mr. Sargent, 14 Beacon Street, Boston.



CAMP PINNACLE, Lyme, New Hampshire.

ALVAN DYER THAYER, Director.

"I sit and dream of the fine time I had there," writes one of our old boys. That is only one of the objects of the camp—a Good Time. They get, as well, thorough Physical, Mental and Moral training.

The equipment is Substantial and Complete. The food is a little better than you could expect. The Activities and Sports are of the most varied sorts, the Leadership unsurpassed.

The cost is only $180. A fully Illustrated Booklet tells all about it. Winter address, 20 Homecrest, Longmeadow, Mass.



SETTING-UP DRILL BEFORE MORNING PLUNGE

SOUTH POND CABINS, Fitzwilliam, N. H.

ROLLIN M. GALLAGHER, A.M., Director,
Head Master, St. Louis Country Day School.

For Boys eight to fifteen years old. Personal needs of each boy studied and his activities adapted to his needs. One councilor to five boys.

Scouting, Nature Study, Land and Water Sports, Hiking, special Green Mountain trip. Fourteenth Season.

H. Reginald Nash, Ph.B., Milton Academy, Milton, Mass., Assistant Director and Eastern Representative.

For School and Camp Information and Catalogs



CAMP ALOHA SUMMER SCHOOL, Squam Lake, Holderness, New Hampshire.

EMERSON A. KIMBALL, Ph.D., St. Paul's School, Concord, New Hampshire, Director.

EDMUND W. OGDEN, A.B., LL.B., 60 State Street, Boston, Massachusetts, Director.

The camp is a Tutoring School for boys who desire to prepare, during the summer, for College or School examinations.

It is not a purely Recreational camp; only boys who have well defined Work to accomplish are accepted. Definite hours are assigned for study and recreation. The instruction is usually in Small groups and Individual by special arrangement.

Regular physical exercises and recreation, including Hikes, Mountain Climbing and Water Sports, are arranged.

The camp opens about July 12th, but boys may enter any time up to August 28th, but not for less than a two week period.

The charge is $300 for the whole session, July 12 to September 11, or $35 a week for less than the whole session. There is an additional charge of $2.50 an hour for instruction.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE BOAT LANDING ON LAKE CHAMPLAIN

CAMP CHAMPLAIN, Malletts Bay, Vermont.

WM. H. BROWN, Director, 311 W. 83d St., New York.

"The Ideal Camp for Boys," planned to provide the Happiest, most Instructive and Healthful summer possible. Located ten miles from Burlington, Vt., in a region of historic interest.

Five permanent buildings, twenty-four waterproof tents, a fleet of Rowboats and Canoes and Motor Boat. Experienced Councilors. Resident Physician. First Aid and Life Saving. All field and water Sports. Excursions and Tramping Trips. Athletics. Tutoring if desired. Write for Booklet.



"TENT CITY." LIVING OUT OF DOORS

CAMP WINNAHKEE, Malletts Bay, Vermont.

MRS. WM. H. BROWN, 311 W. 83d St., New York.

Physical upbuilding of girls, Nature Study, Woodcraft and Manual Training, under the direction of able councilors, are special features at Camp Winnahkee. First Aid.

Swimming, Tennis, Horseback Riding, Hiking, Canoeing, Arts and Crafts and Excursions are prominent features.

For School and Camp Information and Catalogs



"HORSEMANSHIP IS A FEATURE THAT HAS MADE TEELA-WOOKET FAMOUS"

THE TEELA-WOOKET CAMPS, Roxbury, Vermont.

MR. and MRS. C. A. ROYS, Directors.

JUNIOR AND SENIOR CAMPS FOR GIRLS UNDER TWENTY

At Teela Wooket girls lead active, outdoor lives, under ideal conditions. They are taught to Swim, Ride and play all the most approved, interesting and beneficial of outdoor Games. They are taught to work and play together, thus learning the basic principles of democracy.

The 300 acre Camp property is in the very heart of the Green Mountains, 1000 feet above sea level. The Bungalows are on a little plateau at the edge of the forest, just above the Athletic Fields. The Camp has its own private Pond.

Thorough instruction in Horsemanship, without extra charge, has long been a famous feature of Teela-Wooket. There is informal Nature Study, Craft Work and Rifle Practice.

Almost every pleasant day "Hiking" parties go out from Camp. At first the trips are short, but gradually they grow longer until all day hikes develop into camping trips.

Music is a real feature. The large Orchestra and Glee Club add greatly to the pleasure of all.

The beautifully Illustrated Camp Book will be sent on request.



A TUB RACE IN THE SWIMMING POND

Write Mr. Sargent, 14 Beacon Street, Boston.

MRS. NORMAN WHITE'S CAMP FOR GIRLS,

A Seaside Camp in the Pines, Cape Cod, Orleans, Mass.
MRS. NORMAN WHITE, 424 W. 119th St., N.Y.C.

The Camp is among the pines, on high ground, on the ocean side of Cape Cod overlooking Nauset Harbor to the sand dunes and the Atlantic beyond.

The Cabins for outdoor sleeping are open on all sides, screened and with adjustable canvas slides.

The equipment includes a large Motor Boat, a Cape Cod sea going Dory, several Swampscott Dories and a Sailboat.

Still water and surf bathing are enjoyed under most desirable conditions. Every girl learns to swim under the instruction of an Expert. Of special interest are the Camping Parties on the Ocean Beach.

All out of door Games, Dancing, Dramatics, Hand Work and Nature Study are provided for. The camp is limited to thirty-five girls, from twelve to eighteen.

In connection with this camp, Mrs. White is opening a camp devoted exclusively to the interest of girls from six to twelve. Fee for either camp, $300.

ROMANY CAMP, Eastford, Connecticut.

ALICE NEWHALL HARRIS, Director.

THE PLACE FOR A GIRL

Romany, situated in thehills of Connecticut, is the girls' camp of the Eastford Camps Corporation of Eastford, Conn. Besides the regular Sports and Crafts, new activities are offered in the form of rhythmic Dancing and the new art of dress. Directors and councilors are earnest men and women with wide experience in camp and school work. Thoroughly modern camp equipment has been installed. Owing to its southern New England location it is possible to have fresh vegetables from the Eastford School farm on the camp table from the first day of camp. Alice N. Harris, for five years with Aloha Camp, is director.

THE COTTAGE CAMP, Eastford, Connecticut.

STANLEY KELLEY, President.

THE PLACE FOR A GROWN-UP

A small and exclusive camp for grown folks, parents and friends of boys and girls at the Eastford Camp. Home life. Good food. Not a resort, but a real camp. In contact with the youth of the camps.



EASTFORD SCHOOL, Eastford, Connecticut.
STANLEY KELLEY, Head Master.

THE SCHOOL FOR A BOY

A School actuated by ideals and standards of the New Schools of Europe. Limited to 20 boys from Christian homes.

An all year school with Vacation every three months.

Combines thorough Academic work with Arts, Crafts, Culture, Travel, Personality and Leadership.



EASTFORD CAMP, Eastford, Connecticut.
STANLEY KELLEY, Head Master.

THE PLACE FOR A BOY

Summer activity of the Eastford School. Two camps—Junior and Senior, limited to forty in each camp. Dramatics Woodcraft, Campcraft, Arts and Crafts, Athletics.

"The Gypsy Trail," a two week hike. Tutoring if needed Five seasons with no accidents nor illness. Small fee.

Write Mr. Sargent, 14 Beacon Street, Boston.



A KANGAROO RACE

SILVER LAKE CAMP, in the Adirondacks, Hawkeye, Clinton County, New York.

MISS NINA HART, Director, Bradford Academy, Mass.

The special aim of Silver Lake Camp is to provide a Healthy Outdoor Life, to teach girls Simple, Wholesome, Intelligent Living, Self-Reliance and a sense of Social Responsibility.

The building on high land is surrounded on three sides by wide piazzas. Sleeping porches free from the dampness of tents and more Democratic than separate bungalows, accommodate all. Fresh fruit and fresh vegetables come daily from the Camp Farm which also supplies Eggs, Milk and Cream.

CAMP BALOO on flat ground near the Lake is for girls of from eight to twelve years. Illustrated Booklet on request.



MENUNCATUK, Pipe Bay, Guilford, Connecticut.

MRS. THEODORA AMES HOOKER.

A Seashore Summer Camp and year-round School for Girls. All Water and Land Sports, Tennis, Archery, Arts and Crafts. First Aid Classes. Nature Study. Drawing, Painting, Music. Write for rates and Booklet.

For School and Camp Information and Catalogs



THE "JAVELIN"

CAMP FITZHUGH, Sodus Point, New York.

A. G. WARREN, Director,
36 Vick Park A, Rochester, New York.

Situated on Sodus Bay, Ontario's most beautiful harbor, Camp Fitzhugh has for twenty years worked out the theory of self-development through self-government.

For water sports there are Sailing, Canoeing, Motor Boating, Rowing, Swimming and Fishing; for land sports, Baseball, Basketball, Tennis, Track and Field, Hikes. A summer school, giving instruction by experienced teachers in any required subject; exceptional food. The number of members is strictly limited to fifty. References are required.



CAMP ANTHONY WAYNE,

Welcome Lake, Pike County, Pennsylvania.
ERVING M. FISH, Director, Haworth, New Jersey

The Camp on Welcome Lake in the Blue Mountains is at an altitude of two thousand feet.

Of the Camp's two tribes, the Tuscarora is for boys from twelve to sixteen, the Delawares for boys seven to twelve.

Five-day Hikes and Overnight Trips teach the boys Woodcraft and develop self-reliance. Information on request.

Write Mr. Sargent, 14 Beacon Street, Boston.

GLACIER PARK CAMP SCHOOL,

Glacier Park Station, Montana.

CHARLES R. FOSTER, M.A., Director,
University School, Cleveland, Ohio.



IN THE ROCKIES

This Camp School in the heart of the National Park offers an ideal combination of Recreation, Sight-seeing and Study. Horseback Riding, Hiking, Fishing, Camping, Boating and longer Trips through the Park and outside, keep the campers in Energetic Physical Condition.

Tutoring is optional and should be arranged for in advance. Competent Instruction is offered in English, Latin, History and other subjects required for College Entrance Examinations.

Parents of boys in the camp may join the Sight-seeing Trips.

Two Dormitories and an excellent Cuisine are kept open at camp headquarters. Hunting parties may be arranged after the first of September.

ROCKIES FOR BOYS, A Horseback Trail Camp.

R. A. PATTERSON, Kingswood Sch., Hartford, Conn

The 1921 Route lies over the Continental Divide to the Grand Canyon. From Creede to Mesa Verde, by way of the San Juan and Needle Mountains, Aztec Ruins, Petrified Forests, Indian Country, Hopi and Navajo Ceremonial Dances will add interest to the pleasures of camping.

The trip will be under the direction of Robert A. Patterson, Camper and Boys' Leader.

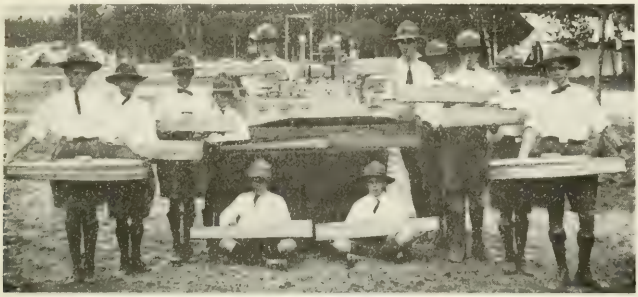
John Wetherill, the best known Guide of the Rockies, will be Guide for the party.



"ON THE TRAIL"

The minimum Age Limit is Fourteen, and no boy physically inferior will be admitted. Write for further information.

For School and Camp Information and Catalogs



KAMP KEE-MO SAH-BEE, Mullet Lake, Michigan.

CHARLES W. YEAGER, Director,
Detroit Private School of Remedial Gymnastics.

A Junior Military Camp and Woodcraft School for boys from eight to sixteen years of age. The boys are under the supervision of Experienced College trained men.

The camp is situated in a beautiful grove on Mullet Lake, one of the most beautiful in northern Michigan, seven miles from Cheboygan. It has a lake frontage of a thousand feet with a white sand Beach for Swimming and Water Sports.

There is a large Bungalow for use on rainy days. The drinking water is from our own Artesian well and a large ice house furnishes a welcome supply. The sanitation is the best and supervised by the Physician in camp.

"All sorts of sports for all sorts of boys" is the athletic motto of the camp. The aim is Healthful Recreation with incidental Physical Training. Every boy is taught to swim. Prizes are awarded in the different departments.

Other activities include Wireless, Manual Training, Music, Woodcraft, Nature Studies, Rifle Shooting, Horseback Riding. The camp is equipped with a very good Baseball Diamond, six Tennis Courts and a Basketball Court.

Write for the Illustrated Booklet.

Kamp Headquarters, 566 Hurlbut Avenue, Detroit, Michigan.



Write Mr. Sargent, 14 Beacon Street, Boston.



THE SCHOOL GROUP BEFORE THE SPHINX, STARTING ON A TEN-MILE CAMEL RIDE TO SAKKARAH

MR. SARGENT'S TRAVEL SCHOOL FOR BOYS.

PORTER E. SARGENT, A.M., Harvard.
FRANCIS CALL WOODMAN, A.B., Harvard.

The School from 1904 to 1914 spent each year alternately in Europe or Round the World, traveling a distance of over two hundred thousand miles without mishap.

In EUROPE, England, France, Belgium, Holland, Germany, Austria, Switzerland, Spain, Italy, Greece, Turkey; and on the ROUND THE WORLD trip, Morocco, Algeria, Tunisia, Egypt, India, Ceylon, Burma, Java, the Straits Settlements, China and Japan have been visited and studied.

School Work was continued almost daily. The multiplicity of interests utilized the boys' whole time and energy to educational advantage. Each boy kept a daily journal, and a number of these have been of sufficient interest to be published.

More than one hundred and twenty boys have enjoyed all these advantages while continuing their school work in preparation for college or business. Many have taken the two-year course—both Europe and Round the World.

The school has demonstrated repeatedly that a boy may benefit by all these advantages and at the same time, with individual instruction and enhanced interest, be prepared for college examinations in from four to eight subjects.

Interrupted by the European War, the School will be resumed as soon as international conditions are favorable.

For Illustrated Booklets, the "Cosmopolite," the school paper, etc., address Porter E. Sargent, 14 Beacon St., Boston.

INDEXES

INDEX OF SCHOOLS

PAGE

A to Zed School, Berkeley, Cal. 540
Abbot Academy, Andover, Mass. 220, 453, 726
Abbott School, The, Farmington, Me. 131, 433, 656
Abell's School, Los Angeles, Cal. 540
Abington Friends' School, Jenkintown, Pa. 309, 481
Aborn Classes for Operatic Training, New York City. 543
Academy of Albert Lea College, Albert Lea, Minn. 280, 471
Academy of the Assumption, Wellesley Hills, Mass. 530
Academy of Carolina College, Maxton, N.C. 537
Academy of Davis & Elkins College, Elkins, W.Va. 483
Academy of Fine Arts, Colorado Springs, Col. 348, 497
Academy of the Holy Cross, Washington, D.C. 261, 463
Academy of the Holy Family, Alton, Ill. 534
Academy of the Holy Name, Albany, N.Y. 531
Academy of the Immaculate Conception, Dubuque, Ia. 534
Academy of the Immaculate Conception, Oldenburg, Ind. 275, 469
Academy of Jesus-Mary, Fall River, Mass. 530
Academy Mount St. Vincent, New York City. 242, 456
Academy of the New Church, Bryn Athyn, Pa. 310, 481
Academy of Notre Dame, Boston, Mass. 223, 453
Academy of Notre Dame, Lowell, Mass. 536
Academy of Notre Dame, Philadelphia, Pa. 251, 461
Academy of Notre Dame, Roxbury, Mass. 530
Academy of Notre Dame, Waterbury, Conn. 530
Academy of Our Lady, Chicago, Ill. 534
Academy of Our Lady of Providence, Chicago, Ill. 534
Academy of Our Lady of the Blessed Sacrament, L.I., N.Y. 453
Academy of Our Lady of Sacred Heart, Peoria, Ill. 534
Academy of Protestant Episcopal Church. (See Episcopal Academy.)
Academy of Richmond County, Augusta, Ga. 190, 444
Academy of Rollins College, The, Winter Park, Fla. 316, 484
Academy of Sacred Heart, Boston, Mass. 530
Academy of the Sacred Heart, Providence, R.I. 530
Academy of the Sacred Heart, Syracuse, N.Y. 527
Academy of St. Elizabeth, Morris Co., N.J. 248, 460
Academy of St. Genevieve of-the-Pines, Asheville, N.C. 268, 467
Academy of the Holy Child, Salem, N.Y. 536
Academy of the Holy Names, Baltic, Conn. 530
Academy of St. Joseph, Brentwood, N.Y. 241, 456
Academy of St. Joseph, Convent Station, N.J. 528
Academy of the Visitation, Brooklyn, N.Y. 531
Acerwood Tutoring School, Devon, Pa. 380, 507
Achard School, Madame, Brookline, Mass. 223, 453
Adams School, Los Angeles, Cal. 540
Adelphi Academy, Brooklyn, N.Y. 303, 478
Adirondack-Florida School, Onchiota, N.Y. 171, 437, 709
Affordby Normal School, Baltimore, Md. 352, 498
Agnes Irwin School, The, Philadelphia, Pa. 250, 461
Akeley Hall, Grand Haven, Mich. 276, 470
Alabama Polytechnic Institute, Auburn, Ala. 375, 506
Alabama Presbyterian College, Anniston, Ala. 538
Albany Academy, Albany, N.Y. 170, 437
Albany Academy for Girls, Albany, N.Y. 245, 456
Albert Lea College, Minn. (See Academy of Albert Lea College.)
Alberti School of Expression, The, New York City. 360, 501

PAGE
Alcuin Preparatory School, New York City ... 238, 456
Alderson Baptist Academy, Alderson, W.Va ... 537
Alexander Hamilton Institute, New York City ... 549
Allen School for Girls, The Misses, West Newton, Mass ... 225, 453
Allen-Chalmers School, West Newton, Mass ... 202, 448, 716
All Saints College, Vicksburg, Miss ... 533
All Saints School, Sioux Falls, S.D ... 282, 472
Allen Academy, The, Bryan, Tex ... 216, 450
Allen's Private School, Miss, Los Angeles, Cal ... 382, 508
Allen-Stevenson School for Boys, New York City ... 161, 437
Allentown Preparatory School, Allentown, Pa ... 182, 441
Alma College, Alma, Mich ... 353, 499
Alvienne School of Dramatic Art, New York City ... 360, 501
American Academy of Dramatic Arts, New York City ... 360, 501, 773
American College of Physical Education, Chicago, Ill ... 357, 500
American Conservatory of Music, Chicago, Ill ... 335, 492
American Institute of Applied Music, The, New York City ... 331, 490
American International College and Academy, Springfield, Mass ... 299, 477
American School of Correspondence, Chicago, Ill ... 549
American Training School for Nurses, Chicago, Ill ... 369, 504
Ames Family School, Chicopee, Mass ... 299, 477, 768
Anable's School, Miss, New Brunswick, N.J ... 531
Andover. (See Phillips Academy, Andover.)
Angeles Vista School, Los Angeles, Cal ... 289, 473
Anna Balatka Academy of Music and Dramatic Art, The, Chicago, Ill ... 336, 492
Anna Head Boarding and Day School, Berkeley, Cal ... 287, 474
Anna Morgan Studios, Inc., The, Chicago, Ill ... 361, 502
Annie Wright Seminary, The, Tacoma, Wash ... 286, 473
Anson Academy, Anson, Me ... 535
Apostolic Holiness University, Greensboro, N.C ... 537
Applied Arts Summer School, Chicago, Ill ... 347, 496
Aquinæ College, Columbus, Ohio ... 529
Arbaugh's School for Deaf Children, Miss, Macon, Ga ... 381, 508
Archbishop Ryan Memorial Institute, Philadelphia, Pa ... 380, 507
Ardsley School of Modern Art, Brooklyn, N.Y ... 343, 494
Arden School for Girls, Lakewood, N.J ... 249, 460
Arkansas College, Batesville, Ark ... 538
Arkansas Nazarene Seminary, Vilonia, Ark ... 538
Armour Institute of Technology, Chicago, Ill ... 376, 506
Arms Academy, Shelburne Falls, Mass ... 527
Army and Navy Coaching School, Annapolis, Md ... 528
Army and Navy Preparatory School, The, Washington, D.C ... 187, 442
Arnold School, The, Pittsburgh, Pa ... 184, 441, 700
Art Academy of Cincinnati, Cincinnati, Ohio ... 346, 496
Art Association of Newport, Newport, R.I ... 340, 494
Art Institute of Chicago, The, Chicago, Ill ... 347, 496
Art School of Albright Art Gallery, Buffalo, N.Y ... 344, 495
Art School of the John Herron Art Institute, Indianapolis, Ind ... 348, 496
Art Students' League of New York, The, New York City ... 341, 495
Arts High School of the Ethical Culture School, The, New York City ... 340, 495, 772
Asbury College Academy, Wilmore, Ky ... 538
Asheville School, The, Asheville, N.C ... 189, 443, 706
Ashley Hall, Charleston, S.C ... 269, 467
Askowith Dramatic Studios, New York City ... 543
Athens School of University of Chattanooga, Athens, Tenn ... 317, 484
Atkinson Academy, Atkinson, N.H ... 535
Atkinson College, Madisonville, Ky ... 538
Atlanta Conservatory of Music, Atlanta, Ga ... 511

PAGE
Augusta Military Academy, Fort Defiance, Va. 207, 449
Augustana College, Sioux Falls, N.D. 540
Augustana College and Theological Seminary, Rock Island, Ill. 322, 486
Augustinian Academy, Tomkinsville, N.Y. 527
Aunspaugh Art School, Dallas Tex. 348, 497
Austin Academy, Austin, Tex. 445
Austin-Cate Academy, Center Strafford, N.H. 295, 476
Aurora College, Aurora, Ill. 539
Averett College, Danville, Va. 266, 465

Babson Institute, Wellesley Hills, Mass. 546
Bacon Academy, Colchester, Conn. 536
Baguio School, Baguio, P.I. 201
Bailey Military Institute, Greenwood, S.C. 209, 449
Baird's School for Boys, Charlotte, N.C. 528
Baker's Private School for Nervous and Backward Children, Northfield, Minn. 545
Baldwin School, The, Bryn Mawr, Pa. 253, 461
Baldwin School, The, Saranac Lake, N.Y. 536
Balfour Johnstone School, Chicago, Ill. 529
Ballard School, The, New York City. 456, 547
Baltimore Polytechnic School, Baltimore, Md. 374, 506
Bancroft School, The, Worcester, Mass. 227, 453, 724
Bancroft School, The, Haddonfield, N.J. 379, 507
Baptist Collegiate Institute, Newton, Ala. 529
Barker Free Academy, West Boxford, Mass. 536
Barnard School for Boys, The, New York City. 165, 437
Barnard School for Girls, The, New York City. 240, 456
Barnard School of Household Arts, The, New York City. 365, 503
Barnard's Kindergarten Training School, Berkeley, Cal. 543
Barnes School, The, Montgomery, Ala. 529
Baron De Hirsch Trade School, New York City. 372, 505
Barstow's School, Miss, Kansas City, Mo. 284, 472
Bartholomew-Clifton School, Clifton, O. 274, 469
Battle Creek Sanitarium School of Home Economics, Battle Creek, Mich. 366, 503, 776
Battle Creek Sanitarium Training School for Nurses, Battle Creek, Mich. 368, 504, 778
Battle Creek Sanitarium School of Physical Education, Battle Creek, Mich. (See Normal School of Physical Education.)
Baxter Seminary, Baxter, Tenn. 317, 484
Baylor School, The, Chattanooga, Tenn. 191, 444
Beach School, The, Coronado Beach, Cal. 540
Beacon School, Brookline, Mass. 297, 477, 763
Beard's School for Girls, Miss, Orange, N.J. 249, 460, 748
Beasley School of Oratory, Grand Rapids, Mich. 543
Beatrice Wainwright School of Music, New York City. 541
Beaux-Arts Institute of Design, New York City. 342, 495
Beaver College Preparatory School, Beaver, Pa. 537
Beaver School, Boston, Mass. 297, 477
Bedford Institute, Brooklyn, N.Y. 456
Beechwood, Jenkintown, Pa. 255, 461, 750
Beeman Academy, New Haven, Vt. 535
Beethoven Conservatory of Music, St. Louis, Mo. 493
Bellefonte Academy, Bellefonte, Pa. 183, 441
Belmont School, Belmont, Cal. 199, 447, 714
Benjamin School for Girls, The, New York City. 238, 456
Bennett School of Dramatic Art, The, Millbrook, N.Y. 361, 501, 744
Bennett School of Fine Arts, The, Millbrook, N.Y. 343 495, 744

PAGE
Bennett School of Liberal and Applied Arts, The, Millbrook, N.Y. 244, 457, 744
Bennett School of Music, The, Millbrook, N.Y. 331, 490, 744
Bensonhurst School, Brooklyn, N.Y. 531
Bergen School for Girls, Jersey City, N.J. 531
Bergey Chicago Opera School, Chicago, Ill. 492
Berkeley Hall School, Los Angeles, Cal. 328, 489
Berkeley Institute, The, Brooklyn, N.Y. 241, 457
Berkeley Play School, Berkeley, Cal. 540
Berkeley Preparatory School, Boston, Mass. 140, 433
Berkeley-Irving School, New York City 164, 437, 681
Berkshire Industrial Farm School, Canaan, N.Y. 169, 437
Berkshire School, Sheffield, Mass. 150, 433, 669
Berkshire Summer School of Art, Monterey, Mass. 340, 494
Berwick Academy, South Berwick, Me. 294, 475
Best's Art School, San Francisco, Cal. 349, 497
Bethel Academy, Bethel, Wis. 323, 487
Bethel Academy, St. Paul, Minn. 324, 487
Bethel College, Russellville, Ky. 210, 450
Bethlehem Academy, Faribault, Minn. 534
Bethlehem Preparatory School, Bethlehem, Pa. 182, 441
Bettie Stuart Institute, Springfield, Ill. 534
Betts Tutoring School, Stamford, Conn. 160, 435
Beulah Holiness Academy, Shacklesford, Va. 537
Beverly Farm, Godfrey, Ill. 381, 508
Big Horn Academy, Cowley, Idaho 540
Billings Polytechnic Institute, Billings, Mont. 377
Bingham School, The, Asheville, N.C. 208, 449
Binghamton Training School, Binghamton, N.Y. 379, 507
Birmingham Conservatory of Music, Birmingham, Ala. 333, 491
Birmingham School, The, Birmingham, Pa. 257, 461, 754
Bishop Hopkins Hall, Burlington, Vt. 220, 453, 723
Bishop's School, La Jolla, Cal. 291, 473
Bishopthorpe Manor, South Bethlehem, Pa. 255, 461, 750
Blackstone College for Girls, Blackstone, Va. 266, 465
Blackstone Military Academy, Blackstone, Va. 208, 449
Blair Academy, Blairstown, N.J. 173, 440, 691
Blake School, The, Minneapolis, Minn. 196, 446
Bliss Electrical School, Washington, D.C. 374
Bloomingdale Hospital School of Nursing, White Plains, N.Y. 367, 504
Bluehill-George Stevens Academy, Bluehill, Me. 475
Blue Mountain College, Blue Mountain, Miss. 272, 468
Blue Ridge College Academy, New Windsor, Md. 313, 482
Blue Ridge School for Boys, Hendersonville, N.C. 189, 443
Blum Memorial College, Brenham, Tex. 538
Bogue School for Stammerers, Indianapolis, Ind. 545
Bon Aire School, Columbia, S.C. 538
Booth Preparatory and Tutoring School, The, New Haven, Conn. 157, 435
Bordentown Military Institute, Bordentown, N.J. 205, 448, 717
Boston Academy of Notre Dame, Boston, Mass. 223, 453
Boston Conservatory of Music, Boston, Mass. 541
Boston Progressive School of Music, Boston, Mass. 540
Boston School for Secretaries, Boston, Mass. 546
Boston School of Cookery, Boston, Mass. 544
Boston School of Filing, Boston, Mass. 546
Boston School of Lip-Reading, Boston, Mass. 545
Boston School of Modern Art, Boston, Mass. 542
Boston School of Physical Education, Boston, Mass. 355, 500
Boston School of Public Speaking, Boston, Mass. 359, 501, 768
Boston School of Social Work, Boston, Mass. 548

PAGE
Boston Stammerers' Institute, Boston, Mass. 545
Boston Y.W.C.A. School of Domestic Science, Boston, Mass. 364, 503
Boswell's Residence, Mrs., New York City. 239, 457
Bovee School, New York City. 161, 437
Bowen School, Nashville, Tenn. 528
Bowen School, Trenton, N.J. 250, 460
Boyden Institute, Boyden, Va. 537
Boyesen School, Chicago, Ill. 276, 470
Boys' Catholic Central High School, Grand Rapids, Mich. 529
Boys' Chicago Latin School, Chicago, Ill. 194, 445
Boys' Latin School, Baltimore, Md. 184
Bradford Academy, Bradford, Mass. 220, 453, 725
Bradley Polytechnic Institute, Peoria, Ill. 376, 506
Branham and Hughes' Military Academy, Spring Hill, Tenn. 210, 450
Brantwood Hall, Bronxville, N.Y. 242, 457
Brearley School, The, New York City. 235, 457
Bremestead, Bolton Landing, Lake George, N.Y. 246, 457, 746
Brenau College, Gainesville, Ga. 533
Brevard Institute, Brevard, N.C. 315, 483
Brewster Academy, Wolfeboro, N.H. 294, 476
Brewton-Parker Institute, Mt. Vernon, Ga. 538
Briarcliff School for Girls, The, Briarcliff Manor, N.Y. 243, 457, 743
Briarley Hall Military Academy, Poolesville, Md. 530
Bridge Academy, Dresden Mills, Me. 535
Bridgewater College, Bridgewater, Va. 537
Brigham Academy, Bakersfield, Vt. 535
Brimmer School, The, Boston, Mass. 221, 453
Bristol-Nelson Physiological School for Sub-Normal Children, Murfreesboro, Tenn. 544
Broadmoor Art Academy, Col. Springs, Col. 543
Broadoaks Kindergarten Training School, Pasadena, Cal. 354, 499
Broadus College, Philippi, W.Va. 537
Bromfield School, Harvard, Mass. 527
Bronson's School, The Misses, Providence, R.I. 300, 478
Brooklyn Academy of Musical Art, Brooklyn, N.Y. 541
Brooklyn Branch New York Preparatory School, New York City. 439
Brooklyn Conservatory of Music, Brooklyn, N.Y. 490
Brooklyn Heights Seminary, Brooklyn, N.Y. 240, 457
Brooks School, Chicago, Ill. 276, 470
Brooks School for Boys, The, Indianapolis, Ind. 193, 445
Brookwood School, The, Lansdowne, Pa. 380, 508
Brown Preparatory School, Philadelphia, Pa. 178, 441
Brown School of Tutoring, New York City. 163, 437, 684
Brown's School of Business, Miss, Milwaukee, Wis. 547
Browne & Nichols School, The, Cambridge, Mass. 143, 433, 660
Brownell Hall, Omaha, Neb. 284, 472
Browning School, The, New York City. 161, 437
Brownson School, New York City. 237
Brunswick School, Greenwich, Conn. 160, 435
Bryant School for Stammerers, New York City. 545
Bryant School, Fort Worth, Tex. 530
Bryant & Stratton School, Boston, Mass. 546
Bryn Mawr School for Girls, Baltimore, Md. 259, 464
Buckingham School, The, Cambridge, Mass. 297, 477
Buckley School for Boys, The, New York City. 162, 437
Buffalo Academy of the Sacred Heart, Buffalo, N.Y. 457
Buffalo Seminary, The, Buffalo, N.Y. 247, 457
Buford's School, Mrs., Nashville, Tenn. 533
Buie's Creek Academy, Buie's Creek, N.C. 314, 483
Burdett College, Boston, Mass. 547

PAGE
Burke's School for Girls, Miss, San Francisco, Cal. 287, 473
Burlingame Private School, W. Somerville, Mass. 536
Burnham School. (See Mary A. Burnham School.)
Burr and Burton Seminary, Manchester, Vt. 297, 476
Bush Conservatory, Chicago, Ill. 337, 492

Calais Academy, Calais, Me. 535
Caledonia County Grammar School, Peacham, Vt. 535
California Military Academy, Los Angeles, Cal. 218, 452
California Polytechnic School, San Luis Obispo, Cal. 377, 506
California School of Arts and Crafts, Berkeley, Cal. 349, 497
California School of Fine Arts, San Francisco, Cal. 351, 497
California School of Lip-Reading, San Francisco, Cal. 546
California School of Mechanical Arts, San Francisco, Cal. 377, 506
California State Library School, Sacramento, Cal. 548
Calvert School, Baltimore, Md. 313, 482
Calvin College, Grand Rapids, Mich. 320, 486
Cambridge-Haskell, Cambridge, Mass. 226, 453, 730
Cambridge School of Architectural and Landscape Design. The, Cambridge, Mass. 339, 494, 548, 769
Cambridge Training School for Nurses, Cambridge, Mass. 367, 504
Cambridge Tutoring School, Cambridge, Mass. 143
Camps. (See the Index of Camps.)
Cannon's California School of Art, Los Angeles, Cal. 349, 497
Canterbury School, New Milford, Conn. 154, 435, 677
Cape Cod School of Art, Provincetown, Mass. 542
Cape Fear Academy, Wilmington, N.C. 528
Capen's School, Miss, Northampton, Mass. 228, 453
Capitol College of Oratory and Music, Columbus, O. 543
Carlisle Fitting School, Bamberg, S.C. 538
Carl's Private School, Hagerstown, Md. 528
Carlton Academy, Summit, N.J. 174, 440, 692
Carmel School of Fine Arts, Carmel-by-the-Sea, Cal. 349, 497
Carnegie Institute of Technology, Pittsburgh, Pa. 374, 505
Carnegie Institute of Technology, Dept. of Fine Arts, Pittsburgh, Pa. 345, 495
Carnegie Institute of Technology, Dept. of Social Work, Pittsburgh, Pa. 548
Carnegie Institute of Technology, School of Drama, Pittsburgh, Pa. 361, 502
Carnegie Institute of Technology, School of Music, Pittsburgh, Pa. 332, 491
Carnegie Library School, Pittsburgh, Pa. 548
Carola Woerishoffer Graduate Dept. of Social Economy and Social Research, Bryn Mawr College, Bryn Mawr, Pa. 548
Carolina College for Young Women, Maxton, N.C. 268, 466
Carolina Military and Naval Academy, Hendersonville, N.C. 208, 449
Carpenter School, The, New York City. 163, 437
Carson & Newman College, Jefferson City, Tenn. 317, 484
Carson College for Orphan Girls, Flourtown, Pa. 532
Carson Long Institute, New Bloomfield, Pa. 182, 441
Carter School for Girls, The, Princeton, N.J. 531
Carteret Academy, Orange, N.J. 173, 440
Carthage College, Carthage, Ill. 322, 486
Caruthers School of Piano, Chicago, Ill. 336, 492
Cascadilla Schools, Ithaca, N.Y. 171, 438, 690
Cassia Academy, Oakley, Idaho. 540
Castilleja School, Palo Alto, Cal. 288, 473
Castle Heights Military Academy, Lebanon, Tenn. 210, 450, 720
Castle, The. (See Miss Mason's School.)
Catawba College, Newton, N.C. 315, 483
Cathedral Academy, Albany, N.Y. 527

PAGE
Cathedral School, The, Orlando, Fla. 270, 467
Cathedral School of St. Mary, Garden City, N.Y. 241, 457, 740
Catlin's School, Miss Ruth, Portland, Ore. 287, 473
Cazenovia Seminary, The, Cazenovia, N.Y. 306, 478
Cedar Crest College for Women, Allentown, Pa. 256, 462
Cedar Grove Academy, Louisville, Ky. 535
Cedar Valley College, Osage, Iowa. 539
Celeste School of Dancing, Los Angeles, Cal. 544
Centenary College Conservatory, Cleveland, Tenn. 272, 468
Centenary College of Louisiana, Shreveport, La. 529
Centenary Collegiate Institute, Hackettstown, N.J. 248, 460, 747
Central Academy, Plainfield, Ind. 320, 485
Central College, Conway, Ark. 534
Central College for Women, Lexington, Mo. 284
Central Institute, Cleveland, O. 375, 506
Central Institute for the Deaf, St. Louis, Mo. 382, 508, 779
Central Nazarene College, Hamlin, Tex. 539
Central Preparatory School, Chicago, Ill. 194, 445
Central Preparatory School, Philadelphia, Pa. 309, 481
Central School of Hygiene and Physical Education, New York City 356, 500, 773
Central Wisconsin College, Scandinavia, Wis. 323, 487
Centralizing School of Acting, The, Chicago, Ill. 362, 502
Centralizing School of Music, Chicago, Ill. 336, 492
Chaddock Boys' School, Quincy, Ill. 529
Chaffee-Noble School of Expression, Detroit, Mich. 361, 502
Chalif Normal School of Dancing, The, New York City. 356, 500
Chamberlain-Hunt Academy, Port Gibson, Miss. 191, 445
Chamberlayne School for Girls, The, Boston, Mass. 223, 454, 730
Champlain Academy, Port Henry, N.Y. 527
Chandor's School, Miss, New York City. 237, 457
Chandler Secretarial School, Boston, Mass. 547
Chapin's School, Miss, New York City. 234, 457
Charlotte Hall School, Charlotte Hall, Md. 206, 449
Chase's School, Mrs. J. A., Brooklyn, N.Y. 531
Chatham Episcopal Institute, The, Chatham, Va. 266, 465
Chatham Training School, Chatham, Va. 443
Chauncy Hall School, Boston, Mass. 139, 433, 658
Chautauqua Institution, Chautauqua, N.Y. 549
Chautauqua School of Domestic Science, Chautauqua, N.Y. 365
Chautauqua Summer School of Arts and Crafts, Chautauqua, N.Y. 345, 495
Chelsea School, The, New York City. 161, 438
Chenet Institute, New Orleans, La. 538
Cherry Lawn School, Stamford, Conn. 527
Cherryfield Academy, Cherryfield, Me. 535
Chesbrough Seminary, A. M., North Chili, N.Y. 536
Chestnut Hill Academy, Chestnut Hill, Pa. 179, 441
Chestnut Hill School, The, Brookline, Mass. 298, 477
Chevy Chase Country Day School, Chevy Chase, Md. 313, 482, 766
Chevy Chase School, Washington, D.C. 262, 463
Chicago Academy of Fine Arts, Chicago, Ill. 347, 496
Chicago College of Music, Chicago, Ill. 336, 492
Chicago Junior School, Walhalla, Mich. 194
Chicago Latin School, Chicago, Ill. (See Boys' Chicago Latin.)
Chicago Latin School for Girls, Chicago, Ill. 277, 470
Chicago Musical College, Chicago, Ill. 335, 492
Chicago Normal School of Physical Education, Chicago, Ill. 357, 500
Chicago School of Lip-Reading for the Adult Deaf, Chicago, Ill. 546
Chicago University, Kindergarten Dept., Chicago, Ill. 353, 499

PAGE
Chicago University School of Social Service Administration, Chicago, Ill. 549
Chick Springs Military Academy, Chick Springs, S.C. 530
Chicora Academy, Columbia, S.C. 532
Chief School, New York City 527
Children's House, Carmel-by-the-Sea, Cal. 327, 489
Children's House, Tarrytown, N.Y. 305, 478
Children's School, New York City 302, 478
Choate School, Brookline, Mass. 224, 454
Choate School, The, Wallingford, Conn. 158, 435, 670
Chowan College, Murfreesboro, N.C. 532
Christian Brothers Academy, Albany, N.Y. 527
Christian Brothers Academy, Syracuse, N.Y. 527
Christian College, Columbia, Mo. 534
Christian Endeavor Academy, Endeavor, Wis. 539
Cincinnati Conservatory of Music, Cincinnati, O. 334, 491
Cincinnati Kindergarten Association Training School, Cincinnati, O. 352, 499
Cincinnati School of Expression, Cincinnati, O. 543
Cincinnati School of Lip-Reading and Speech Correction, Cincinnati, O. 546
Citadel, The, Charleston, S.C. 209, 450
City and Country School, New York City 301, 478
City Day School, St. Louis, Mo. 529
Claremont School for Boys, Claremont, Cal. 201, 447, 715
Clark School for Concentration, New York City 303, 479
Clason Point Military Academy, Westchester, N.Y. 202, 448
Cleveland Kindergarten Training School, Cleveland, O. 352, 499
Cleveland Preparatory School, Cleveland, O. 192
Cleveland School of Art, Cleveland, O. 346, 496
Cleveland School of Lip-Reading, Cleveland, O. 546
Clinton Institute, Rock Hill, S.C. 538
Coburn Classical Institute, Waterville, Me. 292, 475
Coe College Conservatory of Music, Cedar Rapids, Iowa 338, 493
Coe's Northwood Academy, Northwood Center, N.H. 535
Coker College, Hartsville, S.C. 532
Colby Academy, New London, N.H. 295, 476
Colebrook Academy, Colebrook, N.H. 535
College Hill School, Clinton, N.Y. 536
College of Fine Arts, Los Angeles, Cal. 543
College of Music of Cincinnati, The, Cincinnati, O. 334, 491
College of Music of Kansas Western University, Salina, Kan. 542
College of Mt. St. Mary, Plainfield, N.J. 532
College of Notre Dame, Los Angeles, Cal. 535
College of St. Catharine, St. Paul, Minn. 281, 471
College of St. Scholastica, Duluth, Minn. 281, 471
College of St. Thomas, St. Paul, Minn. 214, 451
College of St. Thomas Aquinas, Scranton, Pa. 528
College of Secretarial Science, Boston, Mass. 547
College of the Pacific, Conservatory of Music, San Jose, Cal. 338, 493
College of the Sisters of Bethany, Topeka, Kan. 285, 472
College of the Spoken Word, Boston, Mass. 360, 501
College Preparatory School for Girls, Cincinnati, O. 469
College School, The, Kenilworth, Ill. 529
Collegiate Institute, Paterson, N.J. 537
Collegiate Institute, The, Mount Pleasant, N.C. 208, 449
Collegiate School, New York City 163, 438
Collegiate School for Girls, Richmond, Va. 267, 465, 757
Colonial School for Girls, The, Washington, D.C. 261, 463
Columbia College, Columbia, S.C. 533
Columbia College of Expression, Chicago, Ill. 362, 502

PAGE
Columbia Grammar School, New York City ... 165, 438
Columbia Institute, Columbia, Tenn ... 273, 468, 759
Columbia Kindergarten Training School, The, Washington, D.C. ... 352, 498
Columbia Military Academy, The, Columbia, Tenn ... 210, 450
Columbia Preparatory School, Rochester, N.Y. ... 247, 457
Columbia School of Music, Chicago, Ill. ... 335, 492
Columbia School of Music and Arts, Richmond, Va. ... 333, 491, 775
Columbia University, Portland, Ore. ... 447
Columbus Academy, Columbus, O. ... 192, 445
Columbus Art School, Columbus, O. ... 346, 496
Columbus Free Kindergarten Association Training School, Columbus, Ga. ... 543
Columbus School for Girls, The, Columbus, O. ... 274, 469
Columbus Seminary, The, Columbus, Ga. ... 269, 467
Combs Broad St. Conservatory of Music, Philadelphia, Pa. ... 332, 491
Comer's Commercial School, Boston, Mass. ... 547
Commercial Art School, Chicago, Ill. ... 347, 496
Commercial Expert's Training Institute, Los Angeles, Cal. ... 547
Commonwealth Art Colony, Boothbay Harbor, Me. ... 339, 494
Commonwealth School, The, New York City ... 365, 503
Compton's School, Miss, St. Louis, Mo. ... 382, 508
Comstock School for Girls, The, New York City ... 236, 457
Concord Academy, Concord, Mass. ... 530
Concordia College, Fort Wayne, Ind. ... 529
Concordia College, Milwaukee, Wis. ... 529
Concordia College Academy, Moorhead, Minn. ... 539
Conklin's Secretarial School, Miss, New York City ... 547
Connecticut Froebel Normal Kindergarten Primary Training School, Bridgeport, Conn. ... 350, 498
Connecticut League of Art Students, Hartford, Conn. ... 341, 494
Connecticut Literary Institute, Suffield, Conn. (See Suffield School)
Conover College, Conover, N.C. ... 537
Conservatory of Musical Art, New York City ... 541
Conservatory of St. Cecilia, Winona, Minn. ... 542
Convent of Mary Immaculate, Key West, Fla. ... 533
Convent of the Holy Child Jesus, Chicago, Ill. ... 534
Convent of the Sacred Heart, Torresdale, Pa. ... 251, 462
Converse College, Spartanburg, N.C. ... 532
Cooper Union, New York City ... 341, 372, 495, 505
Copeland's School, Miss, Saratoga Springs, N.Y. ... 544
Copley Society, Boston, Mass. ... 542
Cora L. Williams Institute, Berkeley, Cal. ... 327, 489, 766
Cora Webb Peet's Kindergarten Normal Training School, East Orange, N.J. ... 352, 498
Corcoran School of Art, Washington, D.C. ... 345, 496
Corinna Union Academy, Corinna, Me. ... 535
Cosmopolitan School of Music and Dramatic Art, The, Chicago, Ill. ... 336, 492
Cottage School, Pinehurst, N.C. ... 315, 483
Cottey College, Nevada, Mo. ... 534
Country Day School, The, Kansas City, Mo. ... 197, 446, 710
Country Day School for Boys of Boston, The, Newton, Mass. ... 142, 433
Country Life Academy, The, Star, N.C. ... 314, 483
Cowles School, The, Philadelphia, Pa. ... 254, 462, 752
Cox College, College Park, Ga. ... 533
Coyne Trade and Engineering Schools, Chicago, Ill. ... 376, 506
Craftsbury Academy, N. Craftsbury, Vt. ... 535
Crane Normal Institute of Music, Potsdam, N.Y. ... 332, 490
Craven School, The, Mattituck, N.Y. ... 527
Craven's School, Miss, Newark, N.J. (See Prospect Hill School.)

PAGE
Creighton University, Omaha, Neb. 197, 446
Crestalban, Berkshire, Mass. 228, 454
Crescent College and Conservatory, Eureka Springs, Ark. 273, 468
Cross School, Louisville, Ky. 316, 484
Culver Military Academy, Culver, Ind. 212, 451, 719
Cumberland College, Williamsburg, Ky. 316, 484
Cumming School of Art, Des Moines, Ia. 348, 497
Cumnock School of Expression and Academy, Los Angeles, Cal. 290, 362, 502, 779
Curtis-Peabody School, The, Boston, Mass. 223, 454
Curtis School, The, Brookfield Center, Conn. 154, 435, 676
Cushing Academy, Ashburnham, Mass. 299, 477
Cutler School, The, New York City. 162, 438
Cutter Secretarial School, Boston, Mass. 547

D.K.G. Institute of Musical Art, Rochester, N.Y. 541
Dakota School for Boys, Dakota, Ill. 195, 445, 710
Daleville College, Daleville, Va. 537
Dallas Kindergarten Training School, Dallas, Tex. 354, 499
Dallas School of Lip-Reading, Dallas, Tex. 546
Dana College, Blair, Neb. 540
Dana Hall, Wellesley, Mass. 225, 454, 729
Dana's Musical Institute and College of Music, Warren, O. 334, 491
Danbury Music School, Danbury, Conn. 541
Danville Military Institute, Danville, Va. 207, 449, 718
Darlington School, Rome, Ga. 190, 444
Darlington Seminary, West Chester, Pa. 256, 462
Davenport College, Lenoir, N.C. 532
David Mannes Music School, The, New York City. 333, 490
David Rankin, Jr., School of Mechanical Trades, St. Louis, Mo. 377, 506
Davidson School of Individual Instruction, The, Tamworth, N.H. 544
Day's School, Mrs. New Haven, Conn. 231, 455
Dayton School of Lip-Reading, Dayton, O. 546
Dean Academy, Franklin, Mass. 299, 477
Deane School, The, Santa Barbara, Cal. 200, 447
Dearborn Morgan School, Orange, N.J. 248, 460
Decker's School for Exceptional, Backward and Nervous Children, Mrs., Brooklyn, N.Y. 379, 507
Decorative and Art Painting School, Du Bois, Pa. 542
Dedham School, The, Dedham, Mass. 298, 477
Deerfield Academy, Deerfield, Mass. 299, 477, 675
De Lancey School for Girls, New York City. 239, 457
De La Salle Academy, Kansas City, Mo. 530
De La Salle Institute, Minneapolis, Minn. 529
De La Salle Institute, New York City. 527
Delaware Academy, Delhi, N.Y. 536
Delaware School of Speech Reading for the Deaf Adult, Wilmington, Del. 546
Dell School, Delway, N.C. 314, 483
DeMeritte School, The, Boston, Mass. 140, 433
Department of Physical Education of the University of Wisconsin, Madison, Wis. 358
Derby Academy, Derby, Vt. 477, 535
Derby Academy, Hingham, Mass. 298
Des Moines College Conservatory of Music, Des Moines, Ia. 493
Des Moines School of Lip-Reading, Des Moines, Ia. 546
De Trinis School of Music, The, Brooklyn, N.Y. 541
Detroit Conservatory of Music, Detroit, Mich. 335, 492
Detroit Institute of Musical Art, Detroit, Mich. 335, 492
Detroit Institute of Technology, Detroit, Mich. 376, 506

PAGE.
Detroit Preparatory School, Detroit, Mich 194
Detroit School of Lip Reading, Detroit, Mich 546
Detroit University School, Detroit, Mich 193, 445
De Veaux School, Niagara Falls, N.Y 204, 448
Deverell School for Girls, The, New York City 236, 457
Devon Manor, The, Devon, Pa 252, 462
Dickinson's School, Miss, Sewickley, Pa 532
Dillenbeck School of Expression, Kansas City, Mo 544
Dilworth Hall, Pittsburgh, Pa 532
Doane Academy, Granville, O 445
Dobinson School of Expression, Los Angeles, Cal 544
Dominican College, San Rafael, Cal 288, 473
Donaldson School, Ilchester, Md 185, 442, 704
Dongan Hall, Dongan Hills, Staten Island, N.Y 214, 457
Douglas Park Maternity Hospital, Chicago, Ill 369
Dow Academy, Franconia, N.H 535
Drake University, Conservatory of Music, Des Moines, Ia 338, 493, 542
Drake University, Kindergarten Department, Des Moines, Ia 354, 499
Drake University, School of Dramatic Art, Des Moines, Ia 543
Drake University, Sch. of Drawing and Painting, Des Moines, Ia 542
Drew Seminary, Carmel, N.Y 244, 457, 745
Drew's Coaching School, San Francisco, Cal 199
Drexel Institute, Philadelphia, Pa 374, 505, 547
Drexel Institute, School of Domestic Science and Arts, Philadelphia, Pa 365, 503
Dubuque College, Dubuque, Ia 215, 451
Dummer Academy, S. Byfield, Mass 138, 433
Dunwoody Institute, Minneapolis, Minn 377, 506
Dwight School, N.Y. City 161, 438
Dwight School for Girls, Englewood, N.J 247, 461, 748
Dyer's University School, New Orleans, La 529
D'Youville Academy, Plattsburg, N.Y 246, 458

East Corinth Academy, E. Corinth, Me 475
East Greenwich Academy, The, East Greenwich, R. I 300, 478
East Maine Conference Seminary, Bucksport, Me 293, 475
Eastern Association School, Silver Bay, N.Y 527
Eastern College and Conservatory, Manassas, Va 537
Eastern District Preparatory School, Brooklyn, N.Y 527
Eastern Nazarene College, Wollaston, Mass 298, 477
Eastford School, Eastford, Conn 157, 435
Eastman's Elementary School, Miss, Birmingham, Mich 539
Eastman's School, The Misses, Washington, D.C 261, 463
Easton Academy, The, Easton, Pa 310, 481
Ecole Francaise, New York City 237, 459
Edgewood School, Greenwich, Conn 300, 478
Edith Coburn Noyes School of Expression, Boston, Mass 359, 501
Effa Ellis Perfield Music School, Chicago, Ill 337
Eldon School, Annapolis, Md 260, 464
Elgin Academy, Elgin, Ill 321, 486
Elizabeth College, Salem, Va 532
Elizabeth General Hospital Training School for Nurses, Elizabeth, N.J 544
Elizabeth Normal and Training School, Elizabeth, N.J 543
Elizabethtown College, Elizabethtown, Pa 537
Elliott School for Girls, Los Angeles, Cal 290
Ellis School, Newton Centre, Mass 536
Ellis' School, Miss, Pittsburgh, Pa 258, 462
Elm Hill, Barre, Mass 378, 507
Elm Hill School, Roxbury, Mass 530

PAGE
Elmhurst Academy and Junior College, Elmhurst, Ill. 195, 445
Elmhurst, Connersville, Ind. 275, 469
Elmwood School, The, Chicago, Ill. 321, 486
El Paso School for Girls, El Paso, Tex. 273, 468
Ely School, The, Greenwich, Conn. 233, 455, 738
Emerson College of Oratory, Boston, Mass. 359, 501
Emerson Institute, Washington, D.C. 187, 442
Emerson's School, Miss, Winchester, Mass. 536
Emery Stake Academy, Castle Dale, Utah. 540
Emma Willard School, Troy, N.Y. 245, 458
Emory and Henry College, Emory, Va. 537
Epiphany, Washington, D.C. 532
Episcopal Academy, Philadelphia, Pa. 178, 441
Episcopal Boys' Home Boarding School, Harrison, N.Y. 527
Episcopal High School, The, Alexandria, Va. 189, 443
Erskine School, Boston, Mass. 222, 454, 728
Esdon Hall, Philadelphia, Pa. 380
Essex Classical Institute, Essex, Vt. 535
Ethel Walker School, The, Simsbury, Conn. 230, 455
Ethical Culture School, New York City (see also Art High Sch. of) 302, 365, 479, 772
Ethical Culture School, Kindergarten Training Dept., N.Y.C. 351, 498, 772
Evans School for Boys, Mesa, Ariz. 198, 446
Evansville Seminary and Junior College, Evansville, Wis. 323, 487
Evergreens, The, Pottstown, Pa. 381, 508
Exeter Academy. (See Phillips Exeter Academy.)

Faelten Pianoforte School, Boston, Mass. 330, 490, 770
Fairfax Hall, Basic, Va. 264, 465
Fairmont School, Monteagle, Tenn. 533
Fairmont Seminary, Washington, D.C. 262, 463
Fairmount Academy, Fairmount, Ind. 539
Fairmount College and Music Cons., Wichita, Kan. 534
Fannie A. Smith Froebel Kindergarten Training School, The, Bridgeport, Conn. 350, 498
Fargo College, Conservatory of Music, Fargo, N.D. 542
Farm and Trades School, Thompson's Island, Mass. 142, 433
Farmer's School of Cookery, Miss, Boston, Mass. 364, 503
Fassifern, Hendersonville, N.C. 268, 466
Faulkner School for Girls, The, Chicago, Ill. 277, 470
Fauquier Institute for Girls and Young Ladies, Warrenton, Va. 263, 465
Fawcett's School for Girls, Miss, New York City. 235, 458
Fay School, The, Southborough, Mass. 146, 433
Female Academy of the Sacred Heart, Rochester, N.Y. 531
Ferrell School, New Orleans, La. 529
Ferrer Modern School, Stelton, N.J. 307, 480
Ferris Institute, Big Rapids, Mich. 320, 486
Ferry Hall, Lake Forest, Ill. 278, 470, 760
Fessenden School, The, West Newton, Mass. 143, 433, 661
Fielding Academy, Paris, Idaho. 540
Fifth Avenue Secretarial School, New York City. 547
Finch School, The, New York City. 236, 458, 741
Findlay College, Findlay, O. 539
Fine Arts Institute, Kansas City, Mo. 350, 497
Fine's School, Miss, Princeton, N.J. 250, 461
Fishburne Military Academy, Waynesboro, Va. 207, 449
Fitzgerald and Clarke School, The, Tullahoma, Tenn. 211, 450
Flannardrigh, New York City. 531
Flatbush School, The, New York City. 304, 479
Flora MacDonald College, Red Springs, N.C. 268, 466

PAGE
Florence Nightingale School, New York City..... 378, 507
Florence Wild Studio of Illustration, New York City..... 542
Florida Military Academy, Jacksonville, Fla..... 210, 450
Forest Park College, St. Louis, Mo..... 283, 472
Fork Union Military Academy, Fork Union, Va..... 208
Fort Loudoun Seminary, Winchester, Va..... 263, 465
Fort Worth Kindergarten Training School, Fort Worth, Tex..... 354, 499
Fox-Buonamici School of Pianoforte Playing, Boston, Mass..... 330, 490
Fox River Academy, Sheridan, Ill..... 322, 486
Fox Tutoring School, New Haven, Conn..... 158, 436
Foxcroft Academy, Foxcroft, Me..... 475
Foxcroft School, The, Middleburg, Va..... 265, 465
Frances School, The, Pittsford, N.Y..... 531
Frances Shimer School, Mt. Carroll, Ill..... 278, 470
Francis W. Parker School, The, Chicago, Ill..... 320, 486
Franklin Academy, Malone, N.Y..... 531
Franklin and Marshall Academy, Lancaster, Pa..... 180, 441, 699
Franklin Female College, Franklin, Ky..... 533
Franklin Institute, Rochester, N.Y..... 549
Franklin School, The, Buffalo, N.Y..... 247, 458
Franklin School, Cincinnati, O..... 192, 445
Franklin School, New York City..... 164, 438
Freedom Academy, Freedom, Me..... 292, 475
Freehold Military School, Freehold, N.J..... 205, 448
French Home School for Girls, New York City..... 239, 458
French School for Girls, The, New York City..... 236, 458
Frick Studios, New York City..... 542
Friends Academy, Locust Valley, L.I., N.Y..... 304, 479
Friends Boarding School, Barnesville, O..... 319, 485
Friends Central School, Philadelphia, Pa..... 308, 481
Friends School, Baltimore, Md..... 312, 482
Friends School, Brooklyn, N.Y..... 304, 479
Friends School, Germantown, Pa. (See Germantown Friends Sch.)
Friends School, Washington, D.C. (See Sidwells' Friends Sch.)
Friends School, Wilmington, Del..... 312, 482
Friends Select School, Philadelphia, Pa..... 308, 481
Friends Seminary, New York City..... 301, 479
Froebel House School, Colorado Springs, Col..... 326, 488
Froebel League, The, New York City..... 351, 498
Fruitland Institute, Hendersonville, N.C..... 315, 483
Fryeburg Academy, Fryeburg, Me..... 294, 475

Gallaudet College for the Deaf, Washington, D.C..... 381, 508
Gardner School, The, New York City..... 234, 458, 741
Garland School of Homemaking, The, Boston, Mass..... 364, 503, 769
Garrison Forest School, Garrison, Md..... 260, 464, 756
Gateway, The, New Haven, Conn..... 231, 455
Gelston Heights Private School for Feeble-Minded, Ellicott City, Md. 544
General Society of Mechanics and Tradesmen, New York City..... 372, 505
Genesee Wesleyan Seminary, Lima, N.Y..... 306, 479
Geneseo Collegiate Institute, Geneseo, Ill..... 322, 486
George School, George School P.O. Pa..... 310, 481
Georgetown Preparatory School, Garrett Park, Md..... 187, 443
Georgetown Visitation Convent, Washington, D.C..... 262, 464
Georgia Brown Dramatic School, Kansas City, Mo..... 362, 502
Georgia Military College, Milledgeville, Ga..... 209, 450
Georgia School of Technology, Atlanta, Ga..... 375, 509
Germantown Academy, Germantown, Pa..... 179, 441
Germantown Friends School, Germantown, Pa..... 309, 481
Germantown School of Music, Philadelphia, Pa..... 541

PAGE
Gesine Lemcke's Greater New York Cooking School, Mrs., New York City ... 544
Gettysburg Academy, Gettysburg, Pa ... 183, 441
Gibson-Mercer Institute, Bowman, Ga ... 483
Gila Academy, Thatcher, Ariz ... 326, 488
Gilbert School, The, Winsted, Conn ... 301, 478
Gilman Country School, The, Roland Park, Md ... 185, 443, 702
Girard College, Philadelphia, Pa ... 528
Girls' Collegiate School, Los Angeles, Cal ... 289, 474
Girls' Latin School, The, Baltimore, Md ... 258, 464
Girls' Preparatory School, Chattanooga, Tenn ... 272, 468
Glen Airy Home, Cincinnati, O ... 544
Glen Eden, Stamford, Conn ... 232, 455, 740
Glendale College, Glendale, O ... 533
Glendora Foothills School, The, Glendora, Los Angeles, Cal ... 327, 489
Glens Falls Academy, Glens Falls, N.Y ... 305, 479
Glover School, The, Bronxville, N.Y ... 305, 479
Goddard Seminary, Barre, Vt ... 296, 476
Gonzaga College High School, Washington, D.C ... 528
Good Will Homes and Schools, Hinckley, Me ... 293, 475
Goodyear-Burlingame School, Syracuse, N.Y ... 536
Gordon Institute, Barnesville, Ga ... 209, 450
Gordon-Roney School, The, Philadelphia, Pa ... 532
Gordon School, Providence, R.I ... 300, 478
Gould's Academy, Bethel, Me ... 475
Grace Fulmer's School, Miss, Los Angeles, Cal ... 328, 489
Grace Hospital School for Nurses, Detroit, Mich ... 368, 504
Grafton Hall, Fond du Lac, Wis ... 279, 471
Grail School, The, Fairfield, Conn ... 159, 436
Grand Italian Conservatory of Music, Brooklyn, N.Y ... 541
Grand River Institute, Austinburg, O ... 318, 485
Grand View College, Des Moines, Ia ... 539
Grandview Normal Institute, Grandview, Tenn ... 528
Graphic Sketch Club, Philadelphia, Pa ... 344, 495
Grayrock Country Home School, Chappaqua, N.Y ... 305, 479
Gray's College of Music, Mrs. John R., Bloomington, Ill ... 541
Greecy's College Prep. School, Elizabeth City, N.C ... 528
Greeley Institute, Cumberland Center, Me ... 292, 475
Greenbrier Presbyterial Military School, Lewisburg, W.Va ... 208, 449
Greenville Woman's College, Greenville, S.C ... 533
Greenwich Academy, Greenwich, Conn ... 233, 455
Greenwich House Neighborhood Art School, New York City ... 341, 495
Green University School, Athens, Ala ... 529
Grosse Point School, Detroit, Mich ... 534
Groton School, Groton, Mass ... 146, 434
Grove Institute, Kenansville, N.C ... 268, 466
Gulf Coast Military Academy, Gulfport, Miss ... 211, 450
Gulf-Park, Gulfport, Miss ... 272
Gunnery School, The, Washington, Conn ... 155, 436
Gunston Hall, Washington, D.C ... 262, 464, 756

H. Sophie Newcomb Memorial College, The, New Orleans, La ... 346, 496
Hackley School, The, Tarrytown, N.Y ... 167, 438, 687
Hadley School of Music, Chicago, Ill ... 541
Hall Moody Normal School, Martin, Tenn ... 528
Hall's School, Miss, Pittsfield, Mass ... 228, 454
Hallett Normal School of Music, Boston, Mass ... 540
Hallock School, The, Great Barrington, Mass ... 151, 434, 668
Halstead School, The, Yonkers, N.Y ... 242, 458
Hamden Hall, Whitneyville, Conn ... 158, 436

PAGE
Hamilton College, Lexington, Ky. 271, 467
Hamilton Grange School, New York City 536
Hamilton Institute for Boys, New York City 164, 438
Hamilton Institute for Girls, New York City 238, 458
Hamlin School, San Francisco, Cal. 287, 474
Hammond's School, Miss, Salem, Mass. 297, 477
Hampden Academy, Hampden, Me. 535
Hannah More Academy, The, Reisterstown, Md. 260, 464
Hanover Tutoring School, Hanover, N.H. 527
Hansen School of Fine Arts, New York City 542
"Happyland," E. Millstone, N.J. 537
Harcourt Place School for Girls, Gambier, O. 274, 469
Harcum School, The, Bryn Mawr, Pa. 253, 462
Hardin College and Conservatory, Mexico, Mo. 284, 472
Harker's School, Miss, Palo Alto, Cal. 288, 474
Harlem School of Nursing, New York City 367, 504
Harriet Beauley School of the Expressive Arts, Staten Island, N.Y. 543
Harris' School, Miss, Miami, Fla. 270, 467
Harrisburg Academy, Harrisburg, Pa. 183, 442, 701
Harroff School of Expression, Cleveland, O. 502
Harstrom School, The, Norwalk, Conn. 159, 436
Hartridge School, The, Plainfield, N.J. 249, 461
Hartwick Seminary, Hartwick, N.Y. 306, 479
Harvard School, The, Los Angeles, Cal. 217, 452
Harvard School for Boys, The, Chicago, Ill. 194, 445
Harvey School, The, Hawthorne, N.Y. 438
Hasbrouck Institute, Jersey City, N.J. 537
Hastoc School, Spartanburg, S.C. 190, 444
Hatfield Institute for Stammerers, Chicago, Ill. 545
Hathaway-Brown School, Cleveland, O. 275, 469
Hathaway House, Milton, Mass. (See Milton Academy Girls School.)
Haverford School, The, Haverford, Pa. 179, 442
Haverhill Academy, Haverhill, N.H. 535
Hawley School of Engineering, Boston, Mass. 371, 505
Hawn School of the Speech Arts, Inc., The, New York City 360, 501
Hazeltine's School, Misses, Morristown, N.J. 532
Hearn Academy, The, Cave Spring, Ga. 483
Hebb's School, The Misses, Wilmington, Del. 532
Hebrew Technical Institute, New York City 371, 505
Hebron Academy, Hebron, Me. 293, 475
Hedley School, Germantown, Pa. 380, 508
Heffley Institute, Brooklyn, N.Y. 547
Helena B. Cobb Institute, Cordele, Ga. 538
Hempstead School, Hempstead, L.I., N.Y. 527
Henderson-Brown College, Arkadelphia, Ark. 325, 488
Henderson School of Oratory and Dramatic Arts, N.Y.C. 360, 501
Herndon Seminary, Herndon, Va. 263, 465
Hewlett School for Girls, Hewlett, N.Y. 241, 458
Hicks School, The, Santa Barbara, Cal. 200, 447
Higgins Classical Institute, Charleston, Me. 293, 475
Highland Hall, Hollidaysburg, Pa. 257, 462, 753
Highland Manor, Tarrytown-on-Hudson, N.Y. 242, 458
Highland Park College, Des Moines, Ia. 529
Hill Military Academy, Portland, Ore. 216, 452
Hill School, The, Pottstown, Pa. 180, 442, 697
Hill's School, Miss, Wellesley Hills, Mass. 536
Hillbrow School for Special and Individual Teaching, Newton, Mass. 507
Hill Crest, Camillus, N.Y. 544
Hillcrest School, Beaver Dam, Wis. 279, 471

PAGE
Hillside, Norwalk, Conn. . . . 232, 455, 738
Hillside Home School, West Lebanon, Me. . . . 527
Hillside Home School, Hillside, Wis. . . . 539
Hillside School, Greenwich Village, Mass. . . . 150, 434
Hill Top, Ossining, N.Y. (See The Ossining School.)
Hinman School of Folk Dancing, Chicago, Ill. . . . 358, 500
Hinshaw Conservatory, Chicago, Ill. . . . 492
Hitchcock Free Academy, Brimfield, Mass. . . . 536
Hitchcock Military Academy, San Rafael, Cal. . . . 217, 452
Hiwassee College, Madisonville, Tenn. . . . 317, 484
Hoboken Academy, Hoboken, N.J. . . . 307, 480
Hockaday School for Girls, The Miss, Dallas, Tex. . . . 273, 468
Holderness School, The, Plymouth, N.H. . . . 135, 433
Holiness Academy, Kingswood, Ky. . . . 538
Holley's School, Miss, Dallas, Tex. . . . 533
Hollywood School for Girls, The, Los Angeles, Cal. . . . 289, 474
Holman School for Girls, The, Philadelphia, Pa. . . . 251, 462
Holsey Institute, Pine Bluff, Ark. . . . 538
Holton-Arms School, Washington, D.C. . . . 261, 464
Holy Angels, Fort Lee, N.J. . . . 247, 461
Holy Angels Academy, Buffalo, N.Y. . . . 531
Holy Angels Academy, Milwaukee, Wis. . . . 534
Holy Cross. (See Academy of Holy Cross.)
Holy Cross Academy, New York City. . . . 531
Holy Name School, Cleveland, O. . . . 539
Holy Names Academy, Seattle, Wash. . . . 286, 473
Holy Names Academy, Spokane, Wash. . . . 286, 473
Holy Redeemer School, Detroit, Mich. . . . 539
Holy Rosary Academy, Bay City, Mich. . . . 534
Home Correspondence School, Springfield, Mass. . . . 549
Home Institute, New Orleans, La. . . . 272, 468
Homer College, Homer, La. . . . 538
Homestead School, The, Hot Springs, Va. . . . 264, 465
Hood College, School of Home Economics, Frederick, Md. . . . 366
Hoosac School, Hoosac, N.Y. . . . 170, 438
Hope Preparatory School, Holland, Mich. . . . 539
Hopkins Academy, Hadley, Mass. . . . 536
Hopkins Grammar School, The, New Haven, Conn. . . . 159, 436
Hopkins Hall. (See Bishop Hopkins Hall.)
Hopkins School for Girls, Miss, New York City. . . . 236, 458
Horace Mann School, New York City. . . . 303, 438, 479
Horace Mann School for Boys, New York City. . . . 166
Horace Mann School, The (Girls), New York City. . . . 239, 458, 764
Horblit's Preparatory School, Roxbury, Mass. . . . 527
Horner Institute of Fine Arts, Kansas City, Mo. . . . 338, 493, 542
Horner Military School, Charlotte, N.C. . . . 530
Horton School, The, Oakland, Cal. . . . 287, 474
Hosmer Hall, St Louis, Mo. . . . 283, 472
Hotchkiss School, The, Lakeville, Conn. . . . 152, 436
Houghton Seminary, Houghton, N.Y. . . . 307, 479
House in the Pines, Norton, Mass. . . . 226, 454, 732
Houston Academy, Houston, Tex. . . . 529
Houston School of Lip-Reading, Houston, Tex. . . . 546
Howard Payne College, Fayette, Mo. . . . 283, 472
Howard Seminary, West Bridgewater, Mass. . . . 226, 454
Howe School, Howe, Ind. . . . 193, 445, 711
Howe and Miss Marot's School, Miss, Thompson, Conn. . . . 234, 455, 733
Hudson School, Detroit, Mich. . . . 529
Huntington Hall, South Pasadena, Cal. . . . 290, 474
Huntington School, The, Boston, Mass. . . . 140, 434, 657

PAGE
Hurley Hospital Training School, Flint, Mich. . . . 368, 504
Hutchison's School, Miss, Memphis, Tenn. . . . 533
Hyperion School of Music, Philadelphia, Pa. . . . 491

Illinois Training School for Nurses, Chicago, Ill. . . . 369, 504
Illman's School for Kindergartners, Miss, Philadelphia, Pa. . . . 352, 498
Immaculata Seminary, Washington, D.C. . . . 263, 464
Immaculate Conception Academy, Davenport, Iowa. . . . 534
Immaculate Conception Academy, Hastings, Neb. . . . 534
Immaculate Heart Academy, Watertown, N.Y. . . . 306, 479
Indianapolis Conservatory of Music, Indianapolis, Ind. . . . 275, 428
Indiana University, Dept. of Music, Bloomington, Ind. . . . 541
Institut Tisné, New York City. . . . 238, 458
Institute of Applied Arts of the Ohio Mechanics Institute, Cincinnati, O. . . . 346, 496
Institute of Musical Art of New York, The, New York City. . . . 331, 490
Institute of the Sisters of St. Joseph, Buffalo, N.Y. . . . 531
International Correspondence Schools, Scranton, Pa. . . . 549
International Y.M.C.A. College, Springfield, Mass. . . . 355, 500
Irving College and Music Conservatory, Mechanicsburg, Pa. . . . 541
Irving School, The, Tarrytown, N.Y. . . . 167, 438
Isabell College for Girls, Talladega, Ala. . . . 533
Isidore Newman Manual Training School, New Orleans, La. . . . 375, 506
Ithaca Conservatory of Music, The, Ithaca, N.Y. . . . 332, 490

Jackson Academy, St. Louis, Mo. . . . 446
Jacksonville University School, Jacksonville, Fla. . . . 528
Jacob Tome Institute, Port Deposit, Md. (See Tome School.)
Jacobi School, New York City. . . . 238, 458
Jefferson Military College, Washington, Miss. . . . 212, 450
Jennings Seminary, Aurora, Ill. . . . 278, 470
Jenny Hunter's Kindergarten Training School, Miss, New York City . . . 543
Jewell Lutheran College, Jewell, Ia. . . . 324, 487
John Herron Institute. (See Art School of)
John H. Snead Seminary, Boaz, Ala. . . . 318, 485
Johnson School, Scranton, Pa. . . . 311, 481
Judson College, Marion, Ala. . . . 333, 491
Juniata Academy, Huntington, Pa. . . . 257, 462
Junior Academy, The, Bradford, Mass. . . . 221, 454, 724

Kalbfus School, Rochester, N.Y. . . . 536
Kansas City Conservatory of Music, Kansas City, Mo. . . . 338, 493
Kansas City School for Exceptional Children, Kansas City, Mo. . . . 545
Kate Baldwin Free Kindergarten Association, Savannah, Ga. . . . 352, 499
Katharine Branson School, The, San Rafael, Cal. . . . 288, 474, 762
Katherine Gibbs School, Boston and New York. . . . 547
Kearney Military Academy, Kearney, Neb. . . . 530
Keeney School, The, Sacramento, Cal. . . . 288, 474
Keewatin Academy, Lake Villa, Ill. . . . 529
Kelley Military Academy, Burlington, Kan. . . . 215, 451
Kelvin School, New York City. . . . 163, 438
Kemper Hall, Kenosha, Wis. . . . 279, 471
Kemper Military School, Boonville, Mo. . . . 215, 451
Kensington School, Los Angeles, Cal. . . . 540
Kent Place, Summit, N.J. . . . 248, 461, 747
Kent School, Kent, Conn. . . . 153, 436
Kent's Hill Seminary, Me. (See Maine Wesleyan Seminary.)
Kentucky College for Women, Danville, Ky. . . . 271
Kentucky Home School, Louisville, Ky. . . . 270, 467
Kentucky Military Institute, Lyndon, Ky. . . . 210, 450

PAGE
Kenwood-Loring School, The, Chicago, Ill. 277, 470
Keuka College, Keuka Park, N.Y. 536
Kew-Forest School, Forest Hills, N.Y. 536
Keystone Academy, Factoryville, Pa. 182, 442
Kezer Seminary, Canterbury, N.H. 535
Kidder Institute, Kidder, Mo. 324, 488
Kimball School for Backward Boys, Ann Arbor, Mich. 545
Kimball Union Academy, Meriden, N.H. 295, 476
Kimberley School, Montclair, N.J. 532
Kindergarten Primary Training School, New York City 351, 498
King Classical School, Terre Haute, Ind. 539
King Conservatory of Music, San Jose, Cal. 542
King School, The, Stamford, Conn. 159, 436
King's School of Oratory, Pittsburgh, Pa. 359, 502
Kingsley School, Essex Fells, N.J. 172, 440
Kingswood School, Hartford, Conn. 157, 436
Kinzie School of Speech-Reading for the Deafened Adult, Philadelphia, Pa. 545
Kirk's School, The Misses, Bryn Mawr, Pa. 252, 462
Kirmayer School, New York City 162, 438
Kiskiminetas Springs School, Saltsburg, Pa. 183, 442, 700
Knox Conservatory of Music, Galesburg, Ill. 337, 492
Knox School for Girls, The, Cooperstown, N.Y. 246, 458
Kohut School for Boys, The, Harrison-on-Sound, N.Y. 167, 438
Kyle School, Irvington, N.Y. 167, 438

Lagrange College, Lagrange, Ga. 533
Lagrange College, Lagrange, Mo. 539
La Grange School, Los Angeles, Cal. 328, 489
La Salle Academy, New York City 527
La Salle Extension University, Chicago, Ill. 549
La Salle Institute, Troy, N.Y. 170, 438
La Verne College, La Verne, Cal. 328
Ladycliff Academy, Highland Falls, N.Y. 244, 458
Lady Jane Grey School, The, Binghamton, N.Y. 246, 458
Lake Forest Academy, Lake Forest, Ill. 195, 445
Lake Forest University School of Music, Lake Forest, Ill. 337, 492
Lake Placid School, The, Lake Placid, N.Y. 171, 438, 708
Lake's School, Miss, New York City 459
Lakeside Day School, Seattle, Wash. 198, 446
Lake View Institute, Chicago, Ill. 470
Lamb School for Stammerers, Pittsburgh, Pa. 545
Lancaster Junior College, South Lancaster, Mass. 299, 478
Lander College, Greenwood, S.C. 269, 467
Lane College, Jackson, Tenn. 538
Lankenau School, The, Philadelphia, Pa. 251, 462
Larches, The, Cranbury, N.J. 544
Lasell Seminary, Auburndale, Mass. 224, 454, 731
Latter Day Saints Seminary, American Fork, Utah 540
Latin School for Boys, Chicago, Ill. (See Boys' Chicago Latin.)
Latin School for Girls, Chicago, Ill. (See Chicago Latin School for Girls.)
Latshaw School, The, Philadelphia, Pa. 380, 508
Laura Sunderland Memorial School, Concord, N.C. 532
Laurel School, Cleveland, O. 275, 469
Laurelwood Academy, Gaston, Ore. 327, 488
Law Froebel Kindergarten Training School, The, Toledo, O. 352, 499
Lawrence Academy, Groton, Mass. 148
Lawrence Conservatory of Music, Appleton, Wis. 337, 493
Lawrence School, The, Lawrence, L.I., N.Y. 167, 439, 682

PAGE
Lawrence Smith School, New York City ... 162, 439
Lawrenceville School, The, Lawrenceville, N.J. ... 175, 440, 696
Leache-Wood Seminary, Norfolk, Va. ... 532
Leavitt Institute, Turner Center, Me. ... 535
Lee's School, Miss, Boston, Mass. ... 222, 454
Legate's Private School, Mr., Boston, Mass. ... 139, 434
Lehi Seminary, Lehi, Utah. ... 540
Leland and Gray Seminary, Townshend, Vt. ... 535
Leland Powers School of the Spoken Word, Boston, Mass. ... 360, 501
Lenox Hall, St. Louis, Mo. ... 283, 472
Lenox School, The, New York City. ... 236, 459
Lesley Normal School, Cambridge, Mass. ... 350, 498
Lewisburg Seminary—Junior College, Lewisburg, W. Va. ... 267, 466
Lewis C. Gregg School of Drawing, Atlanta, Ga. ... 345, 496
Lewis Institute, Chicago, Ill. ... 376, 506
Lewis Institute and School for Stammerers, Detroit, Mich. ... 545
Lewtas Burt's Boarding School, Mrs. M., Graylock, Peekskill, N.Y. ... 305, 479
Liberty College, Glasgow, Ky. ... 533
Library School of the Los Angeles Public Library, Los Angeles, Cal. ... 548
Library School of the New York Public Library, N.Y. City ... 548
Library School of the Univ. of Wis., Madison, Wis. ... 548
Library Training School, Atlanta, Ga. ... 548
Liggett Schools, The, Detroit, Mich. ... 276, 470
Limington Academy, Limington, Me. ... 475
Lincoln Academy, Newcastle, Me. ... 475
Lincoln Memorial University, Harrogate, Tenn. ... 317, 484
Lincoln School for Girls, Providence, R.I. ... 229, 455, 737
Lincoln School of Teachers College, The, New York City ... 302, 479
Linden Hall Seminary, Lititz, Pa. ... 257, 462
Lindenwood, St. Charles, Mo. ... 282, 472
Linfield Tutoring School, Boston, Mass. ... 536
Linsly Institute, Wheeling, W. Va. ... 208, 449
Litchfield Academy, Litchfield, Me. ... 535
Livingstone College, Salisbury, N.C. ... 537
Locust Grove Institute, Locust Grove, Ga. ... 484
Lodi Academy, Lodi, Cal. ... 327, 489
Logan College, Russellville, Ky. ... 271, 468
Lombard College Vocal Art Institute, Galesburg, Ill. ... 541
Long Beach Military Academy, Long Beach, Cal. ... 530
Long Island College Hospital School of Nursing, Brooklyn, N.Y. ... 367, 504
Longwood Day School, The, Brookline, Mass. ... 142, 434
Loomis Institute, The, Windsor, Conn. ... 156, 436, 680
Lorena Hall, Columbus, Ga. ... 269, 467
Loretto Academy, Kansas City, Mo. ... 284, 472
Loretto Academy, Loretto, Ky. ... 533
Lorton Preparatory School, Houma, La. ... 529
Los Alamos Ranch, Buckman, N.M. ... 198, 446, 712
Los Angeles Military Academy, Los Angeles, Cal. ... 218, 452
Los Angeles School for Illustration and Painting, Los Angeles, Cal. ... 349, 497
Louisberg College, Louisberg, N.C. ... 532
Louisville Collegiate School, Louisville, Ky. ... 270, 468
Louisville Training School, Beechmont, Ky. ... 190, 444
Loulie Compton Seminary, Birmingham, Ala. ... 533
Low and Heywood School, The, Stamford, Conn. ... 232, 456
Lowthorpe School of Landscape Architecture for Women, Groton, Mass. ... 548
Loyola College, Los Angeles, Cal. ... 447
Loyola School, New York City. ... 163, 439

PAGE
Lucia Gale-Barber School of Rhythm and Correlated Arts, The, Washington, D.C. 361, 502
Lucy Cobb Institute, Athens, Ga. 269, 467
Lucy Webb Hayes Training School, Kindergarten Department, Washington, D.C. 542
Lulu Graham Lomas School, Chicago, Ill. 541
Luther Academy, Albert Lea, Minn. 324, 487
Luther College, Racine, Wis. 539
Luther College, Wahoo, Neb. 540
Luther Institute, Chicago, Ill. 321, 486
Lutheran Ladies' Seminary, Red Wing, Minn. 280, 471
Lyceum Arts Conservatory, Chicago, Ill. 492
Lyceum, The, San Francisco, Cal. 540
Lyman School, Philadelphia, Pa. 252, 462
Lyndon Institute, Lyndon Center, Vt. 296, 477
Lynchburg Art School, Lynchburg, Va. 345, 496
Lynchburg School of Lip-Reading, Lynchburg, Va. 546

Macalaster College Conservatory of Music, St. Paul, Minn. 493
McAllister School, Concord, Mass. 144, 434, 660
McBurney School, New York City. 161, 439
McCallie School, The, Missionary Ridge, Tenn. 191, 444
McClintock's School, Miss, Boston, Mass. 222, 454, 728
McDonogh School, McDonogh, Md. 185, 443
MacDuffie School, The, Springfield, Mass. 228, 454, 735
MacDuffie School of Housecraft, The, Springfield, Mass. 364, 503, 735
McFerrin School, Martin, Tenn. 538
McGrew's School for Boys of Defective Mentality, Sharon Hill, Pa. 544
McGuire's University School, Richmond, Va. 188, 443
McIndoe Academy, McIndoe Falls, Vt. 536
McIntire, George. (See Tutoring School of)
Mackenzie School, Monroe, N.Y. 168, 439, 690
McKerral School of Lip-Reading, The, Seattle, Wash. 546
Maclean School of Music, Dramatic and Speech Arts, Chicago, Ill. 362, 502
McTyeire School, The, McKenzie, Tenn. 191, 444
Madawaska Training School, Fort Kent, Me. 535
Madeira's School, Miss, Washington, D.C. 261, 464
Madison Hall, Washington, D.C. 261, 464
Madison Institute, Richmond, Ky. 533
Maher Preparatory School, Philadelphia, Pa. 178, 442
Maine Central Institute, Pittsfield, Me. 293, 475
Maine Wesleyan Seminary, The, Kent's Hill, Me. 475
Manchester College, N. Manchester, Ind. 320, 485
Manchester Institute of Arts and Sciences, Manchester, N.H. 339, 494
Manlius Schools, The, Manlius, N.Y. 203, 448, 717
Manor School, The, Larchmont, N.Y. 241, 459
Mansfield Female College, Mansfield, La. 273, 468
Maplehurst School, Vineland, N.J. 544
Maplewood Institute, Concordville, Pa. 179
Margaret Allen School, Birmingham, Ala. 467
Margaret Booth School, Montgomery, Ala. 270, 467
Margaret Hall, Versailles, Ky. 271, 468
Marion College, Marion, Va. 265, 465
Marion Conservatory of Music, Marion, Ind. 334, 492
Marion Institute, Marion, Ala. 211, 450
Marion Normal Institute, Marion, Ind. 320, 486
Marlborough, The, Los Angeles, Cal. 289, 474, 761
Marquand School, New York City. 166, 439
Marquette Conservatory of Music, Milwaukee, Wis. 541
Martha's Vineyard School of Art, Vineyard Haven, Mass. 542

PAGE
Martha Washington College, Abingdon, Va. ... 265, 465
Martha Washington Seminary, Washington, D.C. ... 261, 464
Martin College and Conservatory for Young Women, Pulaski, Tenn. ... 272, 468
Mary A. Burnham School, The, Northampton, Mass. ... 227, 453, 734
Mary Baldwin Seminary, Staunton, Va. ... 264, 465
Mary C. Wheeler Town and Country School, The, Providence, R.I. ... 229, 455, 736
Mary E. Pogue Sanitarium, Wheaton, Ill. ... 381, 508
Mary Institute, St. Louis, Mo. ... 282, 472
Mary Lyon School, The, Swarthmore, Pa. ... 252, 462
Mary Wood Chase School of Musical Arts, The, Chicago, Ill. ... 336, 493
Marycliff Academy, Arlington Heights, Mass. ... 226, 454
Maryland College for Women, Lutherville, Md. ... 464
Maryland Institute. (See Schools of Art and Design of)
Marymount, Tarrytown, N.Y. ... 243, 458
Marywood School, Evanston, Ill. ... 243, 534
Marywood Seminary, Scranton, Pa. ... 256, 462
Mason School of Music, Inc., Charleston, W.Va. ... 541
Mason's School, Miss, Tarrytown, N.Y. ... 242, 459
Massanutten Academy, The, Woodstock, Va. ... 206, 449
Massee Country School, Stamford, Conn. ... 160, 436, 680
Massey School, The, Pulaski, Tenn. ... 191, 444
Master School of Music, Brooklyn, N.Y. ... 490
Masters School, The Misses, Dobbs Ferry, N.Y. ... 242, 459
May School, The, Boston, Mass. ... 223, 454
Mechanics Institute, Rochester, N.Y. ... 365, 503
Memphis Conference Female College, Jackson, Tenn. ... 533
Mercer Hospital Training School, Trenton, N.J. ... 368, 504
Mercersburg Academy, The, Mercersburg, Pa. ... 183, 442
Meridian College Conservatory, Meridian, Miss. ... 318, 485
Merrill's School for Girls, Mrs. (See Oaksmere.)
Metropolitan Conservatory of Music, Chicago, Ill. ... 541
Meyer's Private School, Dr., Atlantic City, N.J. ... 528
Miami Kindergarten Normal School, Miami, Fla. ... 352, 499
Miami Military Institute, Germantown, O. ... 212, 451
Michael Reese Hospital Training School for Nurses, Chicago, Ill. ... 369, 504
Michigan State Normal College, Ypsilanti, Mich. ... 543
Middlesex School, Concord, Mass. ... 143, 434
Midland College, Tremont, Neb. ... 534
Miles Memorial College, Birmingham, Ala. ... 538
Milford School, Milford, Conn. ... 158, 436, 679
Mill House, Marlborough, N.Y. ... 536
Millard Academy, Hinckley, Utah ... 540
Miller Manual Labor School, Crozet, Va. ... 375
Millersburg College, Millersburg, Ky. ... 533
Mills College, Mills, Cal. ... 543
Mills School, Miss, Mt. Airy, Philadelphia, Pa. ... 251, 462, 751
Milton Academy, Milton, Mass. ... 144, 298, 434, 478
Milton Academy Girls' School, Milton, Mass. ... 225, 454
Milton School, Baltimore, Md. ... 185
Milwaukee Country Day School, Milwaukee, Wis. ... 196, 446
Milwaukee-Downer Seminary, Milwaukee, Wis. ... 279, 471
Milwaukee Muller-Walle School of Lip-Reading, Milwaukee, Wis. ... 546
Milwaukee University School, Milwaukee, Wis. ... 323, 487
Minci School, New Rochelle, N.Y. ... 531
Minneapolis Kindergarten Assoc. Normal School, Minneapolis, Minn. ... 354, 499
Minneapolis School of Art, Minneapolis, Minn. ... 347, 497
Minneapolis School of Lip-Reading, Minneapolis, Minn. ... 546

PAGE
Minneapolis School of Music, Oratory and Dramatic Art, Minneapolis, Minn. 338, 493
Minnehaha Academy, Minneapolis, Minn. 324, 487
Mississippi Heights Academy, Blue Mountain, Miss. 529
Missouri Holiness College, Clarence, Mo. 539
Missouri Military Academy, Mexico, Mo. 215, 451
Missouri School of Social Economy, The, St. Louis, Mo. 549
Mitchell College, Statesville, N.C. 537
Mitchell Military Boys' School, The, Billerica, Mass. 202, 434
Mobile Kindergarten Training School, Mobile, Ala. 543
Mohegan Lake School, Mohegan Lake, N.Y. 203, 448
Mohonk School, The, Lake Mohonk, N.Y. 169, 439, 682
Mollenhauer Conservatory of Music, Brooklyn, N.Y. 541
Monson Academy, Monson, Me. 535
Monson Academy, Monson, Mass. 149, 434
Mont Amœna Seminary, Mount Pleasant, N.C. 268, 466
Montclair Academy, Montclair, N.J. 172, 440, 691
Montclair Organic School, Montclair, N.J. 537
Mont Edgecombe, Elm City, N.C. 532
Montemare School, Lake Placid, N.Y. 246, 459
Montessori Boarding and Day School, Philadelphia, Pa. 308, 481
Montessori School, Hollywood, Cal. 328, 489
Montessori School and Children's House, The, New York City 303, 479
Montezuma Mountain Ranch School, Los Gatos, Cal. 200, 447
Montgomery Bell Academy, Nashville, Tenn. 190, 444
Montgomery School, Wynnewood, Pa. 179, 442
Monticello Seminary, Godfrey, Ill. 279, 470
Montpelier Seminary, Montpelier, Vt. 296, 477
Mooseheart, Mooseheart, Ill. 322, 486
Moraine Park School, Dayton, Ohio. 319, 485
Moran School, Rolling Bay, Wash. 199, 446
Moravian Seminary and College for Women, Bethlehem, Pa. 255, 462
Morgan Park Military Academy, Morgan Park, Ill. 213, 451
Morgan School, Clinton, Conn. 300, 478
Morgan School, Fayetteville, Tenn. 529
Morningside College, Sioux City, Iowa. 324, 487
Morningside School, New York City. 536
Morristown School, Morristown, N.J. 172, 440
Morse School of Expression, St. Louis, Mo. 362, 502
Moses Brown School, The, Providence, R.I. 151, 435
Moulton's School, Miss, Chestnut Hill, Mass. 530
Mountain View Institute, Hays, N.C. 532
Mount Angel College and Seminary, Mount Angel, Ore. 199, 447
Mount de Chantal Academy, Wheeling, W.Va. 267, 466
Mount de Sales Academy of the Visitation, Catonsville, Md. 260, 464
Mount Hermon School, The, Mt. Hermon, Mass. 150, 434
Mount Ida School for Girls, Newton, Mass. 224, 454
Mount Kisco School for Girls, The, Mount Kisco, N.Y. 244, 459
Mt. Mercy Academy, Buffalo, N.Y. 531
Mt. Morris College, Mt. Morris, Ill. 539
Mount Pleasant Academy, Ossining, N.Y. 203, 448
Mt. St. Agnes College and High School, Mt. Washington, Md. 260, 464
Mt. St. Gertrude Academy, Boulder, Col. 285, 473
Mt. St. Joseph, Chestnut Hill, Pa. 254
Mt. St. Joseph Academy, Buffalo, N.Y. 531
Mt. St. Joseph Academy, Mt. St. Joseph, O. 534
Mount St. Joseph Academy for Young Ladies, Brighton, Mass. 224, 454
Mount St. Joseph's College, Baltimore, Md. 184, 443
Mount St. Mary Seminary, Hookset, N.H. 219, 453
Mt. St. Mary's Academy, Burlington, Vt. 536

	PAGE
Mount St. Mary's Academy, Cherokee, Ia.	282, 472
Mt. St. Mary's College, Emmitsburg, Md.	186
Mt. St. Ursula Academy, New York City	531
Mt. St. Vincent Academy, Cincinnati, O.	534
Mount Tamalpais Military Academy, San Rafael, Cal.	217, 452
Mount Union Conservatory of Music, Alliance, O.	541
Mount Vernon Academy, Mount Vernon, O.	319
Mount Vernon College, Baltimore, Md.	184, 485
Mount Vernon Collegiate Institute, Baltimore, Md.	262, 443
Mount Vernon Seminary, Washington, D.C.	262, 464
Mount Zion Seminary, Mount Zion, Ga.	315, 483
Mulholland School, San Antonio, Tex.	533
Muller-Walle School of Lip Reading, Boston, Mass.	545
Muller-Walle School of Lip Reading, Hartford, Conn.	545
Muller-Walle School of Lip Reading, Indianapolis, Ind.	546
Muncie National Institute, Muncie, Ind.	376
Munson's Preparatory School, Miss, Sewickley, Pa.	532
Murdock Academy, Beaver, Utah	540
Murphy College, Sevierville, Tenn.	538
Nardin Academy, Buffalo, N.Y.	531
Nasson Institute, Springvale, Me.	219, 453
National Academy of Design, Free School, New York City	343, 495
National Cathedral School, Washington, D.C.	262, 464
National Cathedral School for Boys, Washington, D.C. (See St. Albans.)	
National Conservatory of Dramatic Art, New York City	543
National Conservatory of Music of America, The, New York City	541
National Kindergarten and Elementary College, Chicago, Ill	353, 499
National Park Seminary, Forest Glen, Md.	263, 464
National School of Elocution and Oratory, The, Philadelphia, Pa	361, 501
National School of Fine and Applied Art, Washington, D.C.	345, 496
Nazareth Academy, Concordia, Kan.	285
Nazareth Academy, Kalamazoo, Mich.	276, 470
Nazareth Academy, Nazareth, Ky.	270, 468
Nazareth Academy, Rochester, N.Y.	531
Nazareth Hall Military Academy, Nazareth, Pa.	205, 449
Nebraska Central College, Central City, Neb.	325, 488
Nebraska Wesleyan Academy, University Place, Neb.	325, 488
Nebraska Wesleyan University, Kindergarten Department, University Place, Neb.	543
Neff College, Philadelphia, Pa.	543
Neidlinger School, E. Orange, N.J.	379, 507
New England Conservatory of Music, Boston, Mass.	330, 490, 771
New England School of Art, Boston, Mass.	542
New England School of Speech Reading, Boston, Mass.	545
New Hampton Literary Institution, New Hampton, N.H.	294, 476
New Haven Normal School of Gymnastics, New Haven, Conn	355, 500
New Haven School of Music, The, New Haven, Conn.	330, 490
New Hope School, New Hope, Pa.	255
New Hope School of Painting, The, New Hope, Pa.	542
New Ipswich Appleton Academy, New Ipswich, N.H.	295, 476
New Jersey Academy, Logan, Utah	285, 473
New Lyme Institute, New Lyme, O.	318, 485
New Mexico Military Institute, Roswell, N.M.	216, 452
New Salem Academy, New Salem, Mass.	299, 478
New School of Art, The, Arden, Del.	542
New School of Design and Illustration, Boston, Mass.	339, 494
New York College of Music, New York City	330, 490
New York Collegiate Institute, New York City	239, 459

PAGE
New York Cooking School, New York City. 544
New York German Conservatory of Music, New York City. 541
New York Infirmary for Women and Children, New York City. . . 367, 504
New York Kindergarten Association, The, New York City. 351, 498
New York Military Academy, Cornwall, N.Y. 203, 448
New York Preparatory School, New York City 161, 430
New York School of Applied Design for Women, New York City . . 342, 495
New York School of Expression, New York City. 360, 501
New York School of Filing, New York City. 547
New York School of Fine and Applied Art, New York City. . . 342, 495, 774
New York School of Music and Arts, New York City. 331, 490, 774
New York School of Secretaries, New York City. 547
New York School of Social Work, New York City. 548
New York State Library School, Albany, N.Y. 548
New York Trade School, New York City. 372, 505
Newark Academy, Newark, N.J. 173, 440
Newark Normal School for Physical Education and Hygiene, Newark, N.J. 356, 500
Newark Preparatory School, The, Newark, N.J. 308, 480
Newark Seminary, The, Newark, N.J. 249, 461
Newark Technical School, Co-Industrial College of Tech., Newark, N.J. 373, 505
Newman School, Lakewood, N.J. 165, 440, 693
Newton Academy, Newton, N.J. 204, 448
Newton School for Girls, Newton, Mass. 530
Nichols School, Buffalo, N.Y. 171, 439
Niel's Kindergarten Training School, Miss, Boston, Mass. 350, 498
Nightingale's Classes, Miss, New York City. 302, 479
Nitchie School of Lip Reading, Inc., The, New York City. 545
Noble and Greenough School, Boston, Mass. 139, 434
Noble School, White Plains, N.Y. 242, 459
Nolen, William W., Cambridge, Mass. 143, 434
Norfolk Country Day School, Norfolk, Va. 528
Norma Gould School for Dancing, Los Angeles, Cal. 358
Normal and Collegiate Institute, Asheville, N.C. 532
Normal College of the North American Gymnastic Union, Indianapolis, Ind. 357, 500
Normal School of Physical Education, Battle Creek, Mich. . . . 357, 500, 777
Norman Institute, Norman Park, Ga. 538
North Avenue Presbyterian Church Day School, Atlanta, Ga. 315, 484
Northeastern Preparatory School, Boston, Mass. 140, 434
Northfield Seminary, East Northfield, Mass. 227, 455
North Park College, Chicago, Ill. 321, 486
Northrop Collegiate School, Minneapolis, Minn. 281, 471
Northside College Preparatory School, Williamstown, Mass. 527
Northwest Nazarene College, Nampa, Idaho. 540
Northwestern Conservatory of Music, Art and Expression, Minneapolis, Minn. 337, 493
Northwestern Institute of Musical Art, Minneapolis, Minn. 542
Northwestern Military and Naval Academy, Lake Geneva, Wis. . . 213, 451
Northwestern School for Stammerers, Milwaukee, Wis. 545
Northwestern University. (See School of Music of)
Northwestern University, School of Oratory, Evanston, Ill. 361, 502
North Yarmouth Academy, Yarmouth, Me. 292, 476
Norwich Art School, Norwich, Conn. 340, 494
Norwich Free Academy, Norwich, Conn. 300, 478
Norwich University, Northfield, Vt. 202, 448
Notre Dame, South Bend, Ind. (See University of Notre Dame.)
Notre Dame College, San Jose, Cal. 535
Notre Dame Preparatory School, Baltimore, Md. 259, 465

	PAGE
Oak Grove Lutheran Ladies' Seminary, Fargo, N.D.	282, 471
Oak Grove Seminary, Vassalboro, Me.	292, 476
Oak Hall, St. Paul, Minn.	280, 471
Oakhurst, Cincinnati, O.	274, 469
Oak Lane Country Day School, Philadelphia, Pa	309, 481
Oakland Conservatory of Music, Oakland, Cal.	338, 493
Oak Park Academy, Nevada, Iowa	324, 487
Oak Ridge Institute, Oak Ridge, N.C.	189, 444
Oaksmere, Mamaroneck, N.Y.	241, 459
Oakwood Junior College, Huntsville, Ala.	538
Oakwood Seminary, The, Union Springs, N.Y.	306, 479
Oberlin Conservatory of Music, Oberlin, O.	334, 491
Oberlin Kindergarten Training School, Oberlin, O.	353, 499
Ogontz School, Ogontz, Pa.	254, 462
Ogunquit Summer School, Ogunquit, Me.	542
Ohio Conservatory of Music, Cincinnati, O.	541
Ohio Mechanics Institute, Cincinnati, O.	375, 506
Ohio Military Institute, Cincinnati, O.	212, 451
Ohio State University, Columbus, O.	549
Oklahoma Holiness College, Bethany, Okla.	540
Old Dominion Academy, Berkeley Springs, W.Va.	443
Old Orchard School, Leonia, N.J.	307, 481
Oldfields, Glencoe, Md.	260, 465, 749
Omaha School of Lip Reading, Omaha, Neb.	546
Onarga Military School, Onarga, Ill.	213, 451
Oneida Academy, Preston, Idaho	540
Open Air School, New York City	302, 480
Open Gate, The, Holywood, Cal.	535
Orange Tutoring School, E. Orange, N.J.	173, 440
Orchard School of Music and Expression, The, Chicago, Ill.	541
Oregon Conservatory of Music, Portland, Ore.	542
Orton School, The, Pasadena, Cal.	290, 474
Osgood's School, Miss, Jenkintown, Pa.	532
Ossining School, The, Ossining, N.Y.	243, 459
Otis Art Institute, Los Angeles, Cal.	349, 497
Ottawa University Academy, Ottawa, Kan.	326, 487
Ottumwah School of Lip Reading, Ottumwah, Iowa	546
Ouachita College, Arkadelphia, Ark.	538
Our Lady of Lourdes Academy, Cleveland, O.	469
Oxford College, Oxford, N.C.	537
Oxford School, The, Hartford, Conn.	230, 456
Pacific College, Newberg, Ore.	327, 488
Pacific Lutheran Academy, Parkland, Wash.	327, 489
Packard Commercial School, New York City	547
Packer Collegiate Institute, The, Brooklyn, N.Y.	240, 459
Page Military Academy, Los Angeles, Cal.	218, 452, 722
Paine College, Augusta, Ga.	538
Palm Beach Private School, The, Palm Beach, Fla.	316, 484, 767
Palm Hall School for Girls, Los Angeles, Cal.	290, 474
Palmer College, Albany, Mo.	539
Palmer College Academy, De Funiak Springs, Fla.	538
Palmer Institute-Starkey Seminary, Lakemont, N.Y.	306, 480
Palmer's School, Miss, Eustis, Fla.	533
Palmhurst, Indianola, Fla.	533
Palo Alto Military Academy, Palo Alto, Cal.	217, 452
Pan-American School, Alstead, N.H.	535
Pape School, Savannah, Ga.	315, 484
Park Region Lutheran College, Fergus Falls, Minn.	539
Park School, The, Baltimore, Md.	312, 482

PAGE
Park School, The, Brookline, Mass. 298, 478
Park School, The, Buffalo, N.Y. 307, 480
Parkside Home School, Muskegon, Mich. 545
Parsonsfield Seminary, N. Parsonsfield, Me. 294, 476
Pasadena Army and Navy Academy, Pasadena, Cal. 218, 452
Passaic Collegiate School, Passaic, N.J. 307, 481
Patten Academy, Patten, Me. 535
Pawling School, Pawling, N.Y. 169, 439, 686
Paxton School, Stamford, Conn. 232, 456
Peabody Conservatory of Music of Baltimore, Baltimore, Md. 333, 491
Peace Institute for Young Women, Raleigh, N.C. 268, 467
Peacock Military College, The, San Antonio, Tex. 216, 451
Peacock School, Atlanta, Ga. 190, 444
Peck's Washington Collegiate School, Washington, D.C. 528
Peddie Institute, The, Hightstown, N.J. 174, 440, 694
Peekskill Military Academy, The, Peekskill, N.Y. 203, 448
Peirce School, Philadelphia, Pa. 547
Pelham Manor Day School, Pelham Manor, N.Y. 304, 480
Pelton School of Music, Brooklyn, N.Y. 490
Pembroke Academy, Pembroke, N.H. 535
Pembroke Arms School, Wellesley, Mass. 378, 507
Penn Charter School, Phila., Pa. (See William Penn Charter Sch.)
Penn College Academy, Oskaloosa, Ia. 487
Penn Hall, Chambersburg, Pa. 257, 463
Pennell Institute, Gray, Me. 292, 476
Pennington School, The, Pennington, N.J. 177, 440
Pennsylvania Academy of the Fine Arts, Philadelphia, Pa. 344, 495
Pennsylvania Military College, Chester, Pa. 206, 449
Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa. 344, 495
Pennsylvania Training Sch. for Feeble-Minded Children, Elwyn, Pa. 544
Pennsylvania Training School for Social Service, Philadelphia, Pa. 548
Peoples' School, Franklin, Tenn. 316, 484
Peoples-Tucker School, Springfield, Tenn. 191, 444
Peoria Musical College, Peoria, Ill. 541
Perkiomen Seminary, Pennsburg, Pa. 310, 481
Perry Kindergarten Normal School, Boston, Mass. 350, 498
Perry School of Oratory and Dramatic Art, St. Louis, Mo. 362, 502
Pestalozzi-Froebel Kindergarten Training Sch., The, Chicago, Ill. 353, 499
Phebe Anna Thorne Open Air Model School, The, Bryn Mawr, Pa. 253, 463
Phelps School, The, Mt. Carmel, Conn. 530
Philadelphia Musical Academy, Philadelphia, Pa. 332, 491
Philadelphia School of Design for Women, Philadelphia, Pa. 344, 496
Philadelphia School of Filing, Philadelphia, Pa. 547
Philadelphia School of Miniature Painters, Philadelphia, Pa. 542
Philadelphia School of Speech Reading, The, Philadelphia, Pa. 545
Phillips Academy, Andover, Mass. 136, 434
Phillips Brooks School, Philadelphia, Pa. 528
Phillips Exeter Academy, The, Exeter, N.H. 131, 433, 655
Picke's School, Mr., New York City. 302, 480
Piedmont Academy, Piedmont, Cal. 199, 447, 713
Piedmont Institute, Waycross, Ga. 538
Pierce Shorthand School, Boston, Mass. 547
Pigeon Hill School, Weston, Mass. 536
Pillsbury Academy, Owatonna, Minn. 196, 446
Pineland School, Salemburg, N.C. 532
Pine Lodge, Lakewood, N.J. 175, 440
Pine Manor, Wellesley, Mass. (See Dana Hall.)
Pingry School, Elizabeth, N.J. 174, 441
Pinkerton Academy, Derry, N.H. 295, 476

PAGE
Pinneo School for Boys, The, New York City ... 162, 439
Pittsburgh Academy, Pittsburgh, Pa. ... 311, 481
Pittsburgh Musical Institute, Pittsburgh, Pa. ... 333, 491
Pittsburgh School of Lip Reading, Pittsburgh, Pa. ... 546
Polytechnic Elementary School, The, Pasadena, Cal. ... 328, 489
Polytechnic Institute, Baltimore, Md. ... 528
Polytechnic Institute of Brooklyn, Brooklyn, N.Y. ... 373, 505
Polytechnic Preparatory School, Brooklyn, N.Y. ... 166, 439
Polytechnic School, Maryville, Tenn. ... 317, 484
Pomfret School, Pomfret, Conn. ... 157, 436
Porter Military Academy, Charleston, S.C. ... 209, 450
Porter's School, Miss, Farmington, Conn. ... 229, 456
Portland Day School, The, Portland, Me. ... 131, 433
Posse Normal School of Gymnastics, Boston, Mass. ... 357, 500
Potter Academy, Sebago, Me. ... 535
Potter School, The, San Francisco, Cal. ... 199, 447
Powder Point School, The, Duxbury, Mass. ... 145, 434, 662
Powell School for Backward and Nervous Children, Red Oak, Ia. 382, 508
Pratt Institute, Art School, Brooklyn, N.Y. ... 343, 495
Pratt Institute, Brooklyn, N.Y. ... 373, 505
Pratt Institute, Sch. of Household Science & Arts, Brooklyn, N.Y. 365, 503
Pratt Institute, School of Library Science, Brooklyn, N.Y. ... 548
Price Academy, Price, Utah ... 326, 488
Price-Webb School, Lewisburg, Tenn. ... 317, 484
Princeton Preparatory School, Princeton, N.J. ... 176, 441, 692
Princeton Summer School, The, Princeton, N.J. ... 177, 441
Princeton Tutoring School, Princeton, N.J. ... 177, 441
Principia, The, St. Louis, Mo. ... 325, 488
Proctor Academy, Andover, N.H. ... 295, 476
Prospect Heights School, Brooklyn, N.Y. ... 166, 439
Prospect Hill School, Trenton, N.J. ... 308, 481
Prospect Hill School, Newark, N.J. ... 249, 461
Prosso Preparatory School, Houston, Tex. ... 318, 485
Providence School of Lip Reading, Boston, Mass. ... 545
Punahou School, Honolulu, Hawaii ... 328, 489
Putnam Hall, Poughkeepsie, N.Y. ... 244, 459

Quincy College High School Dept., Quincy, Ill. ... 529

Raja Yoga Academy, Point Loma, Cal. ... 328, 489
Randall-MacIver's School, Mrs., New York City ... 235, 459
Randegger Conservatory of Music, New York City ... 541
Randolph-Macon Academy, Bedford, Va. ... 206
Randolph-Macon Academy, Front Royal, Va. ... 206, 449
Randolph-Macon Institute, Danville, Va. ... 266, 465
Ransom and Miss Bridges' School for Girls, Miss, Piedmont, Cal. 287, 474
Raymond Riordon School, The, Highland, N.Y. ... 168, 439, 688
Raymond School, San Francisco, Cal. ... 540
Rayson School for Girls, The, New York City ... 237, 459
Red House, Groton, Mass. ... 148, 434
Reed School, The, Detroit, Mich. ... 381, 508
Reilly's School, Miss, Los Angeles, Cal. ... 328, 489
Reinhardt College, Waleska, Ga. ... 315, 484
Reinhardt's School, Miss, Kensington, Md. ... 381, 508
Rensselaer Polytechnic Institute, Troy, N.Y. ... 373, 505
Repton School, Tarrytown-on-Hudson, N.Y. ... 167, 439
Rhode Island School of Design, Providence, R.I. ... 340, 494
Rhodes Preparatory School, New York City ... 303, 480
Ricker Classical Institute, Houlton, Me. ... 293, 476
Rick's Normal College, Roxbury, Idaho ... 540

PAGE
Ridgefield School, Ridgefield, Conn. 154, 436
Riggs School, Lakeville, Conn. 153, 436
Rio Grande College, Rio Grande, Ohio. 539
Riverdale Country School, New York City. 165, 439, 683
Rivers' Open Air School, Mr., Brookline, Mass. 142, 434, 659
Riverside Library Service School, Riverside, Cal. 548
Riverside Military Academy, Gainesville, Ga. 209, 450
Riverside School, New York City. 239, 459
Riverview Private School, Marietta, Ohio. 381, 508
Roberts-Beach School, Catonsville, Md. 260, 465
Robinson Seminary, Exeter, N.H. 219, 453
Rochester Athenæum and Mechanics Institute, Rochester, N.Y. 373, 505, 542
Rochester Training School, Rochester, N.Y. 543
Rockhurst College, Kansas City, Mo. 530
Rocky Mountain-Florida School, Cody, Wyo.; Islamorada, Fla. 198, 446
Roger Ascham School, White Plains, N.Y. 305, 480
Rogers Hall, Lowell, Mass. 221, 455, 727
Rogersville Synodical College, Rogersville, Tenn. 533
Roland Park Country School, Baltimore, Md. 259, 465
Roosevelt Military Academy, West Englewood, N.J. 204, 448, 718
Rose Polytechnic Institute, Terre Haute, Ind. 376, 506
Rosemary Hall, Greenwich, Conn. 233, 456, 739
Rowland Hall, Salt Lake City, Utah. 286, 473
Roxbury Latin School, Roxbury, Mass. 141, 435
Roxbury School, New Haven, Conn. 158, 436, 678
Roycemore School, Evanston, Ill. 278, 470
Rugby Academy, New Orleans, La. 444
Rumsey Hall, Cornwall, Conn. 153, 436, 674
Rusk Junior College, Rusk, Texas. 539
Rutgers Preparatory School, New Brunswick, N.J. 174, 441
Rutherford College, Rutherford College, N.C. 538
Rydal School, The, Ogontz, Pa. 254, 463
Rye Beach School for Backward Children, Rye, N.Y. 544
Rye Country School, Harrison, N.Y. 527
Rye Seminary, Rye, N.Y. 459

Sacred Heart Academy, Fargo, N.D. 540
Sacred Heart Academy, Helena, Ark. 534
Sacred Heart Academy, Madison, Wis. 534
Sacred Heart College, Belmont, N.C. 532
St. Agatha, New York City. 239, 460
St. Agnes Academy, College Point, N.Y. 536
St. Agnes School, Albany, N.Y. 245, 460
St. Agnes School for Girls, Los Angeles, Cal. 290, 474
St. Albans, Washington, D.C. 187, 442, 704
St. Alban's School, Sycamore, Ill. 196, 446
St. Andrew's School, Honolulu, H.I. 291
St. Angela Hall Academy, Brooklyn, N.Y. 531
St. Anne's Academy, St. Anne, Ill. 470
St. Anne's School, Charlottesville, Va. 264, 466
St. Ann's Academy, Marlboro, Mass. 530
St. Ann's Academy, New York City. 163, 439
St. Ann's Academy, Wilkes-Barre, Pa. 537
St. Augustine's Academy, Brooklyn, N.Y. 536
St. Augustine's Academy, Fort Wayne, Ind. 534
St. Benedict's College and Academy, St. Joseph, Minn. 281, 471
St. Benedict's Preparatory School, Newark, N.J. 528
St. Bernard's Academy, Cohoes, N.Y. 536
St. Bernard's Preparatory School, New York City. 162, 439
St. Catharine's Academic School, New York City. 531

PAGE
St. Catherine's School, Richmond, Va. 267, 466
St. Cecilia's Academy, Washington, D.C. 532
St. Charles' College, Catonsville, Md. 532
St. Charles' College, Grand Coteau, La. 529
St. Christopher's School, Richmond, Va. 188, 443
St. Clara College, Sinsinawa, Wis. 280, 471
St. Clare Seminary, Winona, Minn. 534
St. Colletta School, Jefferson, Wis. 545
St. Cyril College, Chicago, Ill. 529
St. Elizabeth's Academy, Allegheny, N.Y. 531
St. Faith's School, Saratoga Springs, N.Y. 245, 460, 745
St. Francis Academy, Brooklyn, N.Y. 528
St. Francis Academy, Columbus, Neb. 284, 472
St. Francis Xavier Academy, Brooklyn, N.Y. 531
St. Gabriel's School, New York City 531
St. George's School, Middletown, R.I. 151, 435, 665
St. George's School, Norfolk, Va. 314, 483, 765
St. Helen's Hall, Portland, Ore. 286, 473
St. Hilda's Hall, Charles Town, W. Va. 267, 466
St. Ignatius Academy, Chicago, Ill. 194
St. James Academy, Brooklyn, N.Y. 528
St. James School, Faribault, Minn. 197, 446
St. James School, St. James, Md. 186, 443, 702
Ste. Jeanne's School, Roanoke, Va. 537
St. Jerome's School, Holyoke, Mass. 536
St. John Academy, Indianapolis, Ind. 534
St. John Baptist School, Ralston, N.J. 248, 463
St. John's Academy, Los Angeles, Cal. 530
St. John's Academy, Rensselaer, N.Y. 536
St. John's Academy, St. John's, Ariz. 540
St. John's Catholic Academy, Syracuse, N.Y. 536
St. John's College, Brooklyn, N.Y. 528
St. John's College High School, Fordham, N.Y. 528
St. John's College, Washington, D.C. 528
St. John's Military Academy, Delafield, Wis. 214, 451, 721
St. John's Military Academy, Manlius, N.Y. (See Manlius Schools.)
St. John's Military School, Ossining-on-Hudson, N.Y. 203 448
St. John's Military School, Salina, Kan. 215, 452
St. John's Preparatory College, Danvers, Mass. 138, 435
St. John's Riverside Hospital Training School, Yonkers, N.Y. 544
St. John's School, Worcester, Mass. 527
St. John's University, Toledo, Ohio 192
St. Johnsbury Academy, St. Johnsbury, Vt. 296, 477
St. Joseph Deaf Mute Institute, St. Louis, Mo. 546
St. Joseph's Academy, Green Bay, Wis. 534
St. Joseph's Academy, McSherrystown, Pa. 311, 482
St. Joseph's Academy, Minneapolis, Minn. 534
St. Joseph's Academy, Portland, Me. 219 453
St. Joseph's Academy, Schenectady, N.Y. 537
St. Joseph's Academy, Troy, N.Y. 537
St. Joseph's Academy, Wellesley Hills, Mass. 527
St. Joseph's College, Collegeville, Ind. 529
St. Joseph's College, Emmitsburg, Md. 532
St. Joseph's College, Philadelphia, Pa. 528
St. Joseph's Collegiate Institute, Buffalo, N.Y. 528
St. Joseph's Seminary, Kankakee, Ill. 534
St. Katherine's School for Girls, Bolivar, Tenn. 468
St. Katherine's School for Girls, Davenport, Ia. 282, 472
St. Lawrence College, Mt. Calvary, Wis. 529
St. Leonard's School, by-the-Sea, Ventnor, N.J. 349, 461

PAGE
St. Louis Country Day School, St. Louis, Mo. 197, 446
St. Louis Library School, St. Louis, Mo. 548
St. Louis School of Fine Arts, St. Louis, Mo. 348, 497
St. Lucy's Academy, Syracuse, N.Y. 537
St. Luke's School, Wayne, Pa. 178, 442, 698
St. Margaret's Academy, Minneapolis, Minn. 534
St. Margaret's Boarding and Day School, Washington, D.C. 261, 464
St. Margaret's Hall, Boise, Ida. 285, 473
St. Margaret's School, Waterbury, Conn. 230, 456
St. Mark's School, Southborough, Mass. 145, 435
St. Martha's School, Knoxville, Ill. 278
St. Martin's College, Lacey, Wash. 447
St. Mary College, Dayton, O. 192, 445
St. Mary-of-the-Woods College and Academy, Inc. 275, 469
St. Mary's Academy and College, Portland, Ore. 287, 473
St. Mary's Academy, Dunkirk, N.Y. 537
St. Mary's Academy, Glens Falls, N.Y. 531
St. Mary's Academy, Leavenworth, Kan. 534
St. Mary's Academy, Little Falls, N.Y. 531
St. Mary's Academy, New Haven, Conn. 530
St. Mary's Academy, Owatonna, Minn. 534
St. Mary's Academy, Quincy, Ill. 534
St. Mary's Catholic Institute, Amsterdam, N.Y. 537
St. Mary's College and Academy, Monroe, Mich. 276, 470
St. Mary's College and Academy, Notre Dame, Ind. 275, 469
St. Mary's College, Oakland, Cal. 535
St. Mary's College, St. Mary, Ky. 190, 444
St. Mary's College and Preparatory School, Dallas, Tex. 273, 469
St. Mary's, Knoxville, Ill. 278, 470
St. Mary's Hall, Burlington, N.J. 250, 461
St. Mary's Hall, Faribault, Minn. 280, 471
St. Mary's Hall, San Antonio, Tex. 273, 469
St. Mary's School, Concord, N.H. 219, 453
St. Mary's School, Memphis, Tenn. 271, 468
St. Mary's School, Peekskill, N.Y. 244, 460
St. Mary's School, Raleigh, N.C. 268, 467
St. Mary's of the Mount, Pittsburgh, Pa. 537
St. Mary's Springs Academy, Fond du Lac, Wis. 280, 471
St. Michael's College, Winooski Park, Vt. 296, 477
St. Nicholas School, Seattle, Wash. 286, 473
St. Norbert's College, West Depere, Wis. 529
St. Olaf College, Northfield, Minn. 542
St. Patrick's Academy, Momence, Ill. 486
St. Paul Academy, St. Paul, Minn. 196, 446
St. Paul Academy Junior School, St. Paul, Minn. 446
St. Paul Institute, St. Paul, Minn. 539
St. Paul's College, Concordia, Mo. 530
St. Paul's School, Beaufort, N.C. 314, 483
St. Paul's School, Concord, N.H. 133, 433
St. Paul's School, Garden City, N.Y. 166, 440
St. Paul's School for Girls, Walla Walla, Wash. 286, 473
St. Procopius College Academy, Lisle, Ill. 529
St. Stephen's School, Colorado Springs, Col. 197, 446
St. Teresa College and Academy, Kansas City, Mo. 284
St. Teresa's Academy, Boise, Idaho 285
St. Thomas' Prep Seminary, Hartford, Conn. 436
St. Timothy's School for Girls, Cantonsville, Md. 259, 465
St. Vincent's Academy, Newark, N.J. 532
St. Xavier Academy, Chicago, Ill. 534
St. Xavier's Academy, Providence, R.I. 530

PAGE
St. Xavier's College, Louisville, Ky. 529
Salem College, Winston-Salem, N.C. 268, 467
Salesianum High School, Wilmington, Del 528
Salisbury School, Salisbury, Conn. 153, 437
San Antonio Academy, San Antonio, Tex 216, 451
San Antonio Kindergarten Training School, San Antonio, Tex 354, 499
San Diego Academy of Art, San Diego, Cal 347, 497
San Diego Army and Navy Academy, Pacific Beach, Cal. 218, 452
San Francisco School of Lip-Reading, San Francisco, Cal. 546
San Luis Academy, Manessa, Col. 540
San Luis Open-Air School, Colorado Springs, Col. 285, 473
San Marcos Academy, San Marcos, Tex. 318, 485
Sanatorium School, The, Lansdowne, Pa. 380, 508
Sanborn Seminary, Kingston, N.H. 295, 476
Sanderlin Academy, White, Tenn. 538
Sanderson Academy, Ashfield, Mass. 536
Sanford School, The, Redding Ridge, Conn. 154, 437, 674
Santa Barbara Girls' School, Santa Barbara, Cal. 288, 474, 762
Santa Barbara School, Carpinteria, Cal. 200, 447
Sarah Fuller Home for Little Deaf Children, West Medford, Mass. 378, 507
Sargent School for Physical Education, Cambridge, Mass. 355, 500, 780
Savage School for Physical Education, The, New York City. 356, 500, 772
Savannah Institute, Savannah, Tenn. 538
Sawyer's Island Art School, Boothbay, Me. 542
Sayre College, Lexington, Ky. 533
Sayward's School, Miss, Overbrook, Pa. 252, 463
Scarborough School, Scarborough, N.Y. 305, 480
Scholte-Nollen School, Des Moines, Iowa. 539
School of American Sculpture, New York City. 542
School of Applied Art, Battle Creek, Mich. 542
School of Applied Arts, Boston, Mass. 542
School of Applied Social Sciences, Western Reserve Univ., Cleveland, O. 549
School of Art and Applied Design, Nashville, Tenn. 345, 496
School of Art and Industry, Grand Rapids, Mich. 347, 496
School of Art Society of Hartford, Conn. 341, 494
School of the Brown County Ursulines, The, Saint Martin, O. 274, 469
School of Childhood, The, Univ. of Pittsburgh, Pittsburgh, Pa. 311, 482
School of Craftsmen, New York City. 542
School of Design and Liberal Arts, New York City. 342, 495
School of Design of Detroit Museum of Art, Detroit, Mich. 346, 497
School of Domestic Arts and Sciences, The, Chicago, Ill. 366, 503
School of Elementary and Home Education, Chicago, Ill. 354, 499
School of Engineering, Milwaukee, Wis. 377, 506
School of English Speech and Expression, Boston, Mass. 359, 501
School of Expression, Boston, Mass. 359, 501
School of Expression and Drama, Topeka, Kan. 544
School of Fine Arts, The, Detroit, Mich. 347, 497
School of Fine Arts of the Portland Soc. of Arts, Portland, Me. 339, 494
School of Fine Arts, Crafts and Decorative Design, Boston, Mass. 337, 494
School of Four Seasons, Princeton, N.J. 250, 461
School of Home Dressmaking, Boston, Mass. 544
School of Home Economics, Syracuse University, Syracuse, N.Y. 365, 503
School of Horticulture for Women, Ambler, Pa. 548
School of Industrial Art of the Pennsylvania Museum, Phila., Pa. 340
School of Industrial Arts, Trenton, N.J. 344
School of the Museum of Fine Arts, Boston, Mass. 339, 494
School of Music of Northwestern University, Evanston, Ill. 337, 493
School of Natural Development, New York City. 303, 480
School of Nursing, Mount Sinai Hospital, Cleveland, O. 368, 504

PAGE
School of Nursing, Pittsburgh, Pa. 544
School of Nursing, Syracuse Univ., Syracuse, N.Y. 368, 504
School of Organic Education, Fairhope, Ala. 317, 485
School of the Portland Art Assoc., Portland, Ore. 348, 497
School of Practical Art, Boston, Mass. 542
School of Practical Arts, Teachers College, N.Y.C. 343, 495
School of Singing, Washington, D.C. 541
School of Social Service Administration, Univ. of Chicago, Chicago, Ill. 549
School of Social Work and Public Health, Richmond, Va. 549
School of the Worcester Art Museum, Worcester, Mass. 340, 494
Schools of Art and Design of Maryland Institute, Baltimore, Md. 343, 496
Schuylkill Seminary, Reading, Pa. 310, 482
Science Hill School, Shelbyville, Ky. 270, 468, 758
Scoville School, New York City. 240, 460
Scudder School for Girls, The, New York City. 237, 460, 547
Seale Academy, Palo Alto, Cal. 217, 452
Sea Pines Home School for Girls, The, Brewster, Mass. 227, 455
Searing's School for Girls, Miss, Morristown, N.J. 248, 461, 754
Seattle Pacific College, Seattle, Wash. 326, 489
Sedgwick School, The, Great Barrington, Mass. 527
Seguin Physiological School, The, Orange, N.J. 379, 507
Seiler School, Harrisburg, Pa. 532
Semple School, The, New York City. 238, 460
Seton Academy, Yonkers, N.Y. 537
Severn School, Boone, Md. 186, 443
Sewanee Military Academy, Sewanee, Tenn. 211, 450, 720
Sewickley Preparatory School, Sewickley, Pa. 311, 482
Shady Hill Country Day School, Germantown, Pa. 309, 482
Shady Hill School, Cambridge, Mass. 297, 478
Shady Side Academy, Pittsburgh, Pa. 184, 442
Shaker Heights Village School, Cleveland, O. 539
Shattuck, Faribault, Minn. 214, 451, 721
Shelton Academy, Shelton, Neb. 325, 488
Shenandoah Collegiate Institute, Dayton, Va. 314, 483
Shenandoah Lutheran Institute, New Market, Va. 314, 483
Shenandoah Valley Academy, New Market, Va. 314, 483
Shenandoah Valley Academy, The, Winchester, Va. 206, 449
Sherman Park Seminary, Port Henry, N.Y. 531
Sherwood Music School, The, Chicago, Ill. 336, 493
Sherwood Studios, New York City. 542
Shipley School, The, Bryn Mawr, Pa. 252, 463
Shippen School for Girls, The, Lancaster, Pa. 256, 463
Shore Acres, Babylon, N.Y. 304, 480
Short Hills School, Short Hills, N.J. 307, 481
Shurtleff Academy, The, Alton, Ill. 322, 486
Sidwells' Friends School, Washington, D.C. 313, 483
Silliman Collegiate Institute, Clinton, La. 533
Silver Bay School, Silver Bay on Lake George, N.Y. 170, 440, 689
Simmons College School of Library Science, Boston, Mass. 548
Sims School, Fort Worth, Tex. 529
Skidmore School of Arts, Saratoga Springs, N.Y. 332, 343, 365, 490, 495, 503, 547
Smead School for Girls, The, Toledo, O. 275, 469, 758
Smith Academy, Hatfield, Mass. 530
Smith College Training School for Social Work, Northampton, Mass. 548
Snow Normal College, Ephraim, Utah. 540
Snowflake Stake Academy, Snowflake, Ariz. 326, 488
Synder Outdoor School, Chicago, Ill. 194, 445, 707

PAGE
Social Motive School, New York City 303, 480
Somerset Academy, Somerset, Me 535
Somerset Hills School, Far Hills, N.J 307, 481
Soule College, Murfreesboro, Tenn 533
South Bend Conservatory of Music, South Bend, Ind 541
South Georgia College, McRae, Ga 538
South Highlands School for Girls, Birmingham, Ala 533
South Junior College, Oltewah, Tenn 538
Southern College, Petersburg, Va 267, 466
Southern Seminary, Buena Vista, Va 265, 466
Southfield Point Hall, Stamford, Conn 232, 456
Southold Academy, Southold, N.Y 537
Southwest Academy, Bolivar, Mo 539
Southwestern Junior College, Keene, Tex 318, 485
Spaids' School for Girls, Miss, Chicago, Ill 277, 470
Spalding Academy, Spalding, Neb 534
Sparks Collegiate Institute, Sparks, Ga 316, 484
Spence School for Girls, The, New York City 235, 460, 742
Speyer Experimental Junior High School, The, New York City ... 165, 440
Spring Arbor Seminary, Spring Arbor, Mich 320, 486
Spring Garden Institute, Philadelphia, Pa 374, 505
Springfield Junior College, Springfield, Mass 536
Springfield Kindergarten Normal Training School, Springfield, Mass. 498
Springside, Chestnut Hill, Pa 254, 463
Stamford Military Academy, Stamford, Conn 203, 448
Standish Manor School, Halifax, Mass 378, 507
Stanley Hall, Minneapolis, Minn 281, 471
Star of the Sea Academy, Long Branch, N.J 532
Starrett School for Girls, Chicago, Ill 277, 471
Staten Island Academy, The, New Brighton, N.Y 304, 480
Staunton Military Academy, Staunton, Va 207, 449
Stearns School, The, Mount Vernon, N.H 136, 433, 656
Stebbing Secretarial School, New Haven, Conn 547
Stephens Junior College, Columbia, Mo 283, 472
Stevens School, Hoboken, N.J 172, 441
Stewart Home and School, The, Farmdale, Ky 381, 508
Stickney Memorial School of Fine Arts, The, Pasadena, Cal 349, 497
Stickney School, Chicago, Ill 321, 486
Stone School, The, Boston, Mass 140, 435, 658
Stone School, The, Cornwall, N.Y 168, 440, 685
Stonewall Jackson College, Abingdon, Va 266, 466
Storey's School, Mrs., Norwalk, Conn 536
Stuart Hall, Staunton, Va 264, 466, 757
Students School of Art, The, Denver, Col 348, 497
Stuyvesant School, Warrenton, Va 188, 443, 705
Sue Bennett Memorial School, London, Ky 316, 484
Suffield School, Suffield, Conn 156, 437, 672
Sullins College, Bristol, Va 266, 466
Summit Academy, Summit, N.J 173
Summit School, St. Paul, Minn 281, 471
Sun Inst. of Art, Study and Play, New York City 303, 480
Sunset Hill School, Kansas City, Mo 284, 472
Sutherlin Academy, Sutherlin, Ore 327, 488
Swain Free School of Design, New Bedford, Mass 340, 494
Swarthmore Preparatory School, Swarthmore, Pa 179, 442
Swift School of Education for Speech Correction, Boston, Mass. . 545
Sycamore Farm School, Newburgh, N.Y 379, 507
Synodical College, Fulton, Mo 534
Syracuse School of Lip-Reading, Syracuse, N.Y 545
Syracuse University, College of Fine Arts, Syracuse, N.Y 345

PAGE
Syracuse University, Dept. of Music, Syracuse, N.Y. 332, 491
Syracuse University Library School, Syracuse, N.Y. 548

Tabor Academy, Marion, Mass. 145, 435, 663
Tabor College, Hillsboro, Kan. 540
Tacoma School of Lip-Reading, Tacoma, Wash. 546
Taft School, The, Watertown, Conn. 155, 437, 671
Talladega College, Talladega, Ala. 538
Talmage Studio of Music, Brooklyn, N.Y. 541
Tarkio College, Tarkio, Mo. 324, 488
Taylor University, Upland, Ind. 320, 486
Teachers College, New York City 351, 498
Teachers College Experimental Playground, New York City 537
Teachers' College of Indianapolis, Indianapolis, Ind. 353, 499
Tebeau's Boarding and Day School for Girls, Miss, Gainsville, Fla. 269, 467
Technical Normal School of Chicago, Chicago, Ill. 336, 366, 493, 503
Ted Shawn Studio, Los Angeles, Cal. 358, 500
Temple University, Philadelphia, Pa. 308, 482, 775
Temple University, College of Music, Philadelphia, Pa. 332, 491, 775
Temple University, Kindergarten Dept., Philadelphia, Pa. 352, 498, 775
Temple University, Normal School of Household Arts, Philadelphia, Pa. 366, 503, 775
Temple University, Normal School of Physical Education, Philadelphia, Pa. 357, 500, 775
Tenacre, Wellesley, Mass. (See Dana Hall.)
Tennessee College, Murfreesboro, Tenn. 372, 468
Tennessee Military Institute, Sweetwater, Tenn. 211, 450
Terrace Home School, Amherst, Mass. 378, 507
Terrill School, The, Dallas, Tex. 191, 445
Texas Military College, The, Terrell, Tex. 216, 451
Texas Presbyterian College for Girls, Milford, Tex. 273, 469
Texas Training School for Defectives, Austin, Tex. 381, 508, 544
Thacher School for Boys, Nordhoff, Cal. 200, 447
Thayer Academy, Braintree, Mass. 298, 478
Thetford Academy, Thetford, Vt. 536
Thomas School, Memphis, Tenn. 533
Thomas' School, Miss, Los Angeles, Cal. 290, 474
Thomas School for Girls, The, San Antonio, Tex. 273, 469
Thornton Academy, Saco, Me. 294, 476
Thornwell Home and Schools, Clinton, S.C. 538
Thorpe Academy, Lake Forest, Ill. 529
Thorsby Institute, Thorsby, Ala. 318, 485
Thurston Preparatory School, Pittsburgh, Pa. 258, 463
Thurston's Outdoor School, Mrs., New York City 531
Tillard's School, Mrs., Altoona, Pa. 537
Tilton Seminary, Tilton, N.H. 294, 476
Tocoa Falls Institute, Tocoa Falls, Ga. 538
Todd Seminary, Woodstock, Ill. 195, 446
Toledo Conservatory of Music, Inc., The, Toledo, O. 334, 490
Tome School, The, Port Deposit, Md. 186, 443, 703
Tower Hill School, Wilmington, Del. 312, 482
Training School at Vineland, Vineland, N.J. 380, 507
Travis Preparatory School, Syracuse, N.Y. 537
Treat's School, Oak Bluffs, Mass. 145, 435, 664
Trinity Park School, Durham, N.C. 189, 444
Trinity School, Mamaroneck, N.Y. 528
Trinity School, New York City 164, 440
Tri-State College, Angola, Ind. 376
Trowbridge Training School, Kansas City, Mo. 545
Troy Conference Academy, Poultney, Vt. 296, 477

PAGE
Troy Conservatory of Music, Troy, N.Y. 541
Troy School of Arts and Crafts, Troy, N.Y. 542
Tudor Hall School for Girls, Indianapolis, Ind. 275, 470
Tulloss School, Springfield, Ohio 549
Tusculum College, Greeneville, Tenn. 317, 485
Tutoring School of George McIntire, Wilmington, Del. 528
Twin Oaks Ranch School, San Marcos, Cal. 201, 447

Uintah Academy, Vernal, Utah 326, 488
Union Academy, The, Anna, Ill. 539
Union University, Jackson, Tenn. 538
United Hospital Training School for Nurses, Port Chester, N.Y. 367, 504
United States Naval Academy, Prep. School, Annapolis, Md. 528
United States Secretarial School, New York City 547
Universal Preparatory School, Newark, N.J. 308, 481
University High School, The, Chicago, Ill. 321, 487
University Military School, The, Mobile, Ala. 211, 450
University of California, School of Education, Berkeley, Cal. 493
University of Illinois, Library School, Urbana, Ill. 548
University of Kansas, Lawrence, Kan. 543
University of Massachusetts Preparatory School, Boston, Mass. 488
University of Minnesota, Training Course for Social and Civic Work, Minneapolis, Minn. 549
University of Notre Dame, The, Notre Dame, Ind. 193, 445
University of Pittsburgh, Training Course for Social Work, Pittsburgh, Pa. 549
University of Southern Cal., College of Music, Los Angeles, Cal. 338, 493
University of Washington, College of Fine Arts, Seattle, Wash. 543
University of Washington, Library School, Seattle, Wash. 548
University of Wisconsin. (See Dept. of Physical Education of)
University School, Bridgeport, Conn. 159, 437
University School, Cincinnati, O. 485
University School, Cleveland, O. 192, 445
University School, New Orleans, La. 529
University School, Pittsburgh, Pa. 184, 442
University School, The, Boston, Mass. 140, 435
University School, The, Memphis, Tenn. 444
University School, The, Nashville, Tenn. 191, 444
University School, The, San Francisco, Cal. 199, 447
University School for Boys, The, St. Louis, Mo. 197
University School for Boys, The, Baltimore, Md. 184, 443
University School for Girls, Chicago, Ill. 277, 471
University School of Music, The, Ann Arbor, Mich. 334, 492
University School of Music, The, Lincoln, Neb. 338, 493
University Schools, The, Columbia, Mo. 325, 488
Unquowa School, The, Bridgeport, Conn. 300, 478
Urban Military School, Los Angeles, Cal. 218, 452
Urbana University School, Urbana, O. 539
Ursinus College, Collegeville, Pa. 532
Ursuline Academy, Middletown, N.Y. 246, 460
Ursuline Academy, St. Martin, O. (See School of Brown County.)
Ursuline Academy, New York City 237, 460
Ursuline Academy of the Immaculate Conception, Louisville, Ky. 533
Ursuline Academy, Wilmington, Del. 532
Utica Catholic Academy, Utica, N.Y. 537
Utica Country Day School, Utica, N.Y. 306, 480

Vail-Deane School, Elizabeth, N.J. 249, 461
Valparaiso University School of Music, Valparaiso, Ind. 334, 492
Vanderbilt Training School, Elkton, Ky. 444

PAGE
Vassar Bros.' Hospital Training School, Poughkeepsie, N.Y..... 367, 504
Veltin School, The, New York City..... 237, 460
Vermilion Academy, Vermilion Grove, Ill..... 323, 487
Vermont Academy, Saxtons River, Vt..... 297, 477
Vestoff Serova Russian School of Dancing, New York City..... 360, 501
Villa Barlow Academy, St. Albans, Vt..... 536
Villa de Chantal, Rock Island, Ill..... 534
Villa Madonna Academy, Ludlow, Ky..... 533
Villanova Preparatory School, Villanova, Pa..... 528
Virginia College (Junior) for Young Women, Roanoke, Va..... 265, 466
Virginia Episcopal School, Lynchburg, Va..... 443
Virginia Intermont College for Young Women, Bristol, Va..... 266. 466
Virginia Mechanics Institute, Richmond, Va..... 375, 506
Virginia Military Institute, Lexington, Va..... 207, 449
Von Unschuld University of Music, Washington, D.C..... 333, 491

Walderly Academy, Hines, Wis..... 323, 487
Waldorf Lutheran College, Forest City, Ia..... 539
Walla Walla College, College Place, Wash..... 540
Wallcourt, Aurora, N.Y..... 247, 460
Walnut Hill School, Natick, Mass..... 225, 455, 732
Walnut Lane School, Germantown, Pa..... 253, 463
Walters Institute, Warren, Ark..... 538
Waltham School, Waltham, Mass..... 226, 455
Walworth Institute, New York City..... 547
Ward-Belmont, Nashville, Tenn..... 271, 468
Wardlaw School, The, Plainfield, N.J..... 174, 441
Warrenton Country School for Young Girls, Warrenton, Va..... 263, 466
Wasatch Academy, Mt. Pleasant, Utah..... 326, 488
Washburn Academy, Topeka, Kan..... 326, 487
Washburn, J. R., Brooklyn, Conn..... 527
Washburn School, San Jose, Cal..... 327, 489
Washington Academy, E. Machias, Me..... 535
Washington Academy, Salem, N.Y..... 537
Washington College, Chestertown, Md..... 313, 482
Washington Collegiate Inst., Washington, N.C..... 314, 483
Washington Missionary College, Washington, D.C..... 537
Washington School, New York City..... 302, 480
Washington School of Lip-Reading, Washington, D.C..... 546
Washington Seminary, Atlanta, Ga..... 269, 467
Washington Seminary, Washington, Pa..... 258, 463
Watauga Academy, Butler, Tenn..... 317, 485
Watson School, The, Oakland, Cal..... 287, 474
Waverley Home and Day School, Detroit, Mich..... 320, 486
Wayland Academy, Beaver Dam, Wis..... 323, 487
Wayneflete School, The, Portland, Me..... 219, 453
Weaver College, Weaverville, N.C..... 315, 483
Weaver School, Newport, R.I..... 527
Webb Academy, Grand Rapids, Mich..... 539
Webb School, The, Bell Buckle, Tenn..... 191, 444
Weber Academy, Ogden, Utah..... 198, 446
Wellesley School, The, Berkeley, Cal..... 535
Weltman Conservatory of Music, Malden, Mass..... 490
Wenonah Military Academy, Wenonah, N.J..... 205, 448
Wentworth Institute, Boston, Mass..... 371, 505
Wentworth Military Academy, Lexington, Mo..... 215, 451
Wesleyan College, Macon, Ga..... 533
Wesleyan Conservatory of Music, Macon, Ga..... 491
Wesley College Academy, Greenville, Tex..... 539
Wesley Collegiate Institute, Dover, Del..... 482

PAGE
Wessington Springs Junior College, Wessington Springs, S.D. 325, 488
Westbrook Seminary, Portland, Me. 292, 476
West End School of Art, Provicetown, Mass. 542
Western Conservatory, Chicago, Ill. 336, 493
Western Military Academy, Alton, Ill. 213, 451
Western Reserve Academy, Hudson, O. 319, 485
Western Reserve Library School, Cleveland, O. 548
Westlake Military Academy, Los Angeles, Cal. 218, 452
Westlake School for Boys, Los Angeles, Cal. 530
Westlake School for Girls, Los Angeles, Cal. 289, 474
Westminster College, Salt Lake City, Utah. 326, 488
Westminster School, Simsbury, Conn. 156, 437
Westover, Middlebury, Conn. 231, 456
Westport Home School, Westport, Conn. 159, 437
Westport Summer Art Class, Westport, Conn. 542
Westridge School, Pasadena, Cal. 290, 474
West Side Musical College, Cleveland, O. 491
West Texas Military Academy, San Antonio, Tex. 216, 451
Westtown School, Westtown, Pa. 309, 482
Wheaton Academy, Wheaton, Ill. 321, 487
Wheeler School, North Stonington, Conn. 157, 437, 672
Wheeler School, Providence, R.I. (See Mary C. Wheeler School.)
Wheelock's Kindergarten Training School, Miss, Boston, Mass. 352, 498
Whipple Academy, Jacksonville, Ill. 322, 487
Whitaker School of Speech-Reading, Denver, Col. 546
White Plains Hospital Training School for Nurses, White Plains, N.Y. 367, 504
White's School, Miss, St. Louis, Mo. 283, 472
Whiting Hall, South Sudbury, Mass. 227, 455
Whitis School, The, Austin, Tex. 273, 469
Whitney Studios of Platform Art, Boston, Mass. 543
Whittier College, Whittier, Cal. 328, 489
Whittier School, Merrimac, Mass. 221, 455
Wickham's Home School for Girls, Miss, New York City 234, 460
Wilbraham Academy, Wilbraham, Mass. 149, 435, 666
Wilbur Home and School for Feeble-Minded, Kalamazoo, Mich. 545
Wild's Student Home, Misses, New York City 531
Wildwood Hall, Wildwood, Pa. 544
Wildwood Winter School, Rockwood, Me. 131, 433, 715
Wilkes-Barre Academy, Wilkes-Barre, Pa. 182, 442
Wilkes-Barre Institute, Wilkes-Barre, Pa. 256, 463, 755
Will Mayfield College, Marble Hill, Mo. 539
William and Vashti College, Aledo, Ill. 539
William Penn Charter School, The, Philadelphia, Pa. 177, 442, 698
William Woods College, Fulton, Mo. 283, 472
William Warren School, Menlo Park, Cal. 217, 452
Williams International School, Los Angeles, Cal. 201, 447
Williams Memorial Institute, New London, Conn. 231, 456
Williams School of Expression and Dramatic Art, The, Ithaca, N.Y. 361, 501
Williamson Free School of Mechanical Arts, Delaware Co., Pa. 374, 505
Williamsport Dickinson Seminary, Williamsport, Pa. 311, 482
Williston Seminary, Easthampton, Mass. 149, 435, 667
Willow Brook Academy, Reliance, Va. 537
Wilmerding School of Industrial Arts, San Francisco, Cal. 377, 506
Wilshire School for Girls, Los Angeles, Cal. 535
Wilson Kindergarten Primary Institute, St. Louis, Mo. 356, 499
Wilson Memorial Academy, Nyack, N.Y. 537
Wilton Academy, Wilton, Me. 535
Winchester School for Boys, Atlantic City, N.J. 528
Winchester School, The, Pittsburgh, Pa. 258, 463

PAGE
Winnwood Home School, The, Long Island, N.Y. 304, 480
Winold Reiss School, New York City 542
Winona College, Winona Lake, Ind. 539
Winona College Conservatory, Winona Lake, Ind. 541
Winsor School, The, Boston, Mass. 223, 455
Winsor Training School, Boston, Mass. 364, 503
Wirtland Seminary, Oak Grove, Va. 466
Wofford College Fitting School, Spartanburg, S.C. 189, 444
Wolcott School, Denver, Col. 285, 473
Woman's College, Due West, S.C. 533
Wood School, New York City 547
Woodberry Hall, Atlanta, Ga. 269, 467
Woodberry Forest School, Woodberry Forest, Va. 188, 443
Woodland Park Hall, Auburndale, Mass. 224, 455
Woodland School for Boys, Phœnicia, N.Y. 169, 440
Woods' School, Miss, Roslyn, Pa. 380, 508
Woodstock Academy, Woodstock, Conn. 536
Woodward Institute, Quincy, Mass. 530
Worcester Academy, Worcester, Mass. 148, 435, 673
Worcester Domestic Science School, Worcester, Mass. 364, 503
Worcester Polytechnic Institute, Worcester, Mass. 371, 505
Worrall Hall Academy, Peekskill, N.Y. 530
Wough-Sandiford School, New Haven, Conn. 536
Wright Oral School for the Deaf, New York City. 379, 507
Wright School of Speech-Reading for the Deaf Adult, The, Philadelphia, Pa. 546
Wright's School, Miss, Bryn Mawr, Pa. 253, 463
Wykeham Rise, Washington, Conn. 230, 456
Wyler's System of Training, Dakota, Ill. (See Dakota School for Boys.)
Wyman, Mrs. Edward Frothingham, New York City. 531
Wyoming Seminary, Kingston, Pa. 511, 482

Yadkin College, Yadkin College, N.C. 538
Yale School, Los Angeles, Cal. 530
Yale School, Youngstown, O. 319, 485
Yale School of Fine Arts, New Haven, Conn. 340, 494
Yeates Episcopal School, Lancaster, Pa. 180, 442
York Art Association, York, Pa. 345, 496
York Collegiate Institute, York, Pa. 311, 482
Young Harris College, Young Harris, Ga. 315, 484
Y.M.C.A. Schools, Los Angeles, Cal. 530

Zarephath Academy, Zarephath, N.J. 537
Zoar Academy, Inman, Kan. 540

Any Private School omitted from this Index should send full information that it may be included in the next edition.

Write Mr. Sargent, 14 Beacon St., Boston.

INDEX OF SUMMER CAMPS

PAGE

Abena, Belgrade, Me. ... 412, 520
Abnaki, North Hero Island, Vt. ... 396, 513
Acadia, Lakeport, N.H. ... 418, 521
Acadie, Yarmouth, N.S. ... 553
Accomac, Hillside, Me. ... 414, 520
Adirondack, Glenburnie, Lake George, N.Y. ... 400, 515
Adirondack Summer Art School, Saranac Lake, N.Y. ... 400, 515
Agamenticus, Park Rapids, Minn. ... 408, 518
Agawam, Rumney, N.H. ... 392, 511
Aimhi, Little Sebago Lake, Me. ... 389, 509
Aldercliff, Weymouth, N.S. ... 411, 519
Alford Lake, South Hope, Me. ... 413, 520
Algoma, Oshkosh, Wis. ... 408, 518
Algonquin, Ashland, N.H. ... 392, 511
Allegro, Silver Lake, N.H. ... 417, 521
Alluwill, Bobcaygeon, Ont. ... 550
Aloha Camps, The, Fairlee, Vt. ... 421, 523
Aloha Club, Pike, N.H. ... 416, 421, 521
Aloha Hive, Ely, Vt. ... 421, 523
Aloha Summer School, Lake Asquam, N.H. ... 392, 511, 791
Altamont, Altamont, N.Y. ... 552
Amaiyulti, Chororua, N.H. ... 417, 521
Anawan, Meredith, N.H. ... 418, 521, 789
Anawasco, Peekskill, N.Y. ... 552
Andrew George, Westbrook, Conn. ... 400, 514
Androscoggin, Wayne, Me. ... 385, 509
Annabessacook, Winthrop, Me. ... 549
Annung, North Water Gap, Pa. ... 427, 526
Anthony Wayne, Welcome Lake, Pa. ... 404, 516, 797
Arcadia, Casco, Me. ... 415, 520
Arcadia, North Belgrade, Me. ... 385, 509
Arequipa Lodge, Tabortown, N.Y. ... 552
Arey, Arey, N.Y. ... 427, 525
Arey, Orleans, Mass. ... 399, 514
Arrowhead Camp, Vergennes, Vt. ... 421, 523
Asheville School Summer Camp, Asheville, N.C. ... 407, 517, 706
Asquam, Center Harbor, N.H. ... 551
Assacambuit, Hampstead, N.H. ... 551
Avalon, Shaftsbury, Vt. ... 423, 523
Awanda, Lyons, Col. ... 553
Awosting, Minnewaska, N.Y. ... 403, 515, 682

Bai Yuka, Weld, Me. ... 384, 509
Baloo, Hawkeye P.O., N.Y. ... 426, 796
Barnard, Malletts Bay, Vt. ... 421, 523
Bayside, New Market, N.H. ... 550
Bear Mountain Camp, Harrison, Me. ... 384, 509
Beau Rivage, Little Harbor, N.H. ... 417, 521
Becket, Becket, Mass. ... 399, 514
Belknap, Lake Winnepesaukee, N.H. ... 394, 511
Belle Ayre, Griffins Corners, N.Y. ... 552
Belle Isle, Little Harbor, N.H. ... 391, 511
Belvedere, Keene, N.H. ... 417, 521
Berkshire Boys', Lanesboro, Mass. ... 550
Big Pine, So. Fairlee, Vt. ... 423, 523

PAGE
Billings, S. Fairlee, Vt. 397, 513
Birchmont, East Wolfeboro, N.H. 551
Birch Point, Lake Placid, N.Y. 401, 515
Black Elephant, Silver Bay, Lake George, N.Y. 426, 525
Blackwater, Cody, Wyo. 409, 518
Bluebird, East Berkshire, Vt. 420, 523
Blue Ridge, Ivy Depot, Va. 550
Bob White, Ashland, Mass. 398, 514
Bonhag, Winthrop, Me. 386, 509
Bonnie Dune, South Dennis, Mass. 398, 514
Boothbay, Bath, Me. 387, 509
Boulder Point, Inlet, N.Y. 426, 525
Br'er Rabbit, Tabortown, N.Y. 552
Broadview, Sharon Valley, Conn. 426, 524
Bryn Afon, Rhinelander, Wis. 430, 526
Bushkill Farms, Bushkill, Pike Co., Pa. 405, 517

Campanoosuc, Union Village, Vt. 550
Canadohta, Union City, Pa. 552
Carlton Academy Summer School, Summit, N.J. 384, 509
Carter, S. Kent, Conn. 552
Cedar, Pottersville, N.Y. 426, 525
Cedar Crest, Belgrade Lakes, Me. 385, 509
Cedar Crest Camp, Quebec, Can. 553
Cedar Island Girls' Camp, N.Y. 552
Cedar-Oaks, Mattituck, L.I., N.Y. 552
Champlain, Malletts Bay, Vt. 397, 513, 792
Charity, Bridgton, Me. 551
Chatham Woods, South Chatham, N.H. 416, 521
Chattering Clam, Falmouth, Mass. 424, 524
Chenango, Cooperstown, N.Y. 402, 515
Chewonki, Wiscasset, Me. 383, 509
Chequesset, Wellfleet, Mass. 424, 524
Children's Inn, The, Woodland Park, Col. 553
Chinqueka, Bantam, Conn. 425, 524
Choconut, Friendsville, Pa. 404, 517
Chocorua (Davidson's), Tamworth, N.H. 391, 416, 511
Cleveland, Marion, Mass. 398, 514, 663
Cliff Haven, Newport, Vt. 396, 513
Cobbossee, Winthrop, Me. 386, 509
College Summer, Kenilworth, Ill. 550
Copp Knoll, Center Tuftonboro, N.H. 391, 512
Cottage, Elizabethtown, N.Y. 550
Cottage Camp, Eastford, Conn. 399, 795
Cotuit, East Sandwich, Mass. 552
Cowasset, Buzzards Bay, Mass. 424, 524
Cranleigh, Vilas Co., Wis. 408, 518
Culver, Culver, Ind. 407, 518, 719

Dan Beard Outdoor School, Lake Teedyuskung, Pa. 404, 517
Day Mountain, Temple, Me. 551
Drumtochty, New London, N.H. 419, 522
Dudley, Westport, N.Y. 400, 515
Duluth Boat Club, Duluth, Minn. 550

Eagle Point, Rumney, N.H. 417, 522
Eastford, Eastford, Conn. 399, 514, 795
Echo, Amherst, N.H. 419, 522
Eggemoggin, Bath, Me. 414, 520
Ethan Allen, N. Hero, Vt. 396, 513
Evans, Flagstaff, Ariz. 410, 518

PAGE
Fairweather, Francestown, N.H. 419, 522
Farwell, Wells River, Vt. 421, 523
Fern Camp, Mehoopany, Pa. 405, 517
Fitzhugh, Sodus Bay, Lake Ontario, N.Y. 402, 515, 797
Frank Bernard's Summer Camp, Guild, N.Y. 550
French Broad, Brevard, N.C. 406, 517

Girl Scout Camp, Central Valley, N.Y. 552
Glacier Park Camp School, Glacier Park Station, Mont. 409, 518, 798
Glenrock, New Market, N.H. 550
Glenwood, Lake Glenwood, N.J. 550
Good Times, Meadowbrook, N.H. 551
Grange, Bellport, N.Y. 427, 525
Gray Wolf Camp, Alstead, N.H. 395, 512
Greenbrier, Alderson, W.Va. 406, 517
Greenkill, Kingston, N.Y. 403, 515
Greylock, Becket, Mass. 399, 514

Halcyon, Holland, Mich. 429
Hamilton Camps, Raymond, Me. 390, 511, 785
Hanoum, Thetford, Vt. 422, 523, 788
Harlee, Tyler, Pa. 550
Harvard School, Summer Camp, Catolina Is., Cal. 550
Harvey, West Barnet, Vt. 397, 513
Hayo-Went-Ha, Central Lake, Mich. 550
Highland Nature Camps, South Naples, Me. 415, 520
Highlands, Plum Lake, Wis. 407, 518
Hill Military Academy Summer Camp, Newport, Ore. 550
Hillside, Madison, N.H. 551
Hillsview, Boston, Mass. 423, 524, 763
Hirundo, Readfield, Me. 549
Hitchcock Military Academy Camp, Eel River, Cal. 550
Hokomoko, Fairlee, Vt. 422, 523
Holton, Naples, Me. 415, 520

Idlepines, Strafford, N.H. 417, 522
Idlewild, Lakeport, N.H. 393, 512
Idyle Wyld, Three Lakes, Wis. 430, 526
Indian Lookout, Navarro, Cal. 410, 430
Indianola, Madison, Wis. 408, 518
Interlaken, Manchester, Me. 385, 509, 784
Iroquois, Center Harbor, N.H. 418, 522
Iroquois, Malletts Bay, Vt. 396, 513

Jane Ward, Hillsboro, N.H. 551
Junaluska, Lake Junaluska, N.C. 428, 526
Juniper-Junveniles, Great Chebeague, Me. 551

Kagawong, Rosedale, Ont. 411, 519
Kah-Goon-Wah, East Sebago, Me. 549
Kahkou, Allagash Lake, Me. 383, 509
Kanosa-in-the-Pines, Corinth, N.Y. 552
Katahdin, Harrison, Me. 389, 509, 662
Kawajiwin, Cass Lake, Minn. 430, 526
Kawasawa, Lebanon, Tenn. 405, 517, 720
Kearsarge, Naples, Me. 415, 520
Kechuwa, Michigamme, Mich. 429, 526
Kee-Mo Sah-Bee, Mullet Lake, Mich. 407, 518, 799
Keewatin, Prairie du Chien, Wis. 550
Keewaydin, Timagami, Ont. 410, 519

PAGE
Kelly Military Academy, Summer Camp, Burlington, Kan. 550
Ken-Jocketee, South Stratford, Vt. 423, 523
Kennebec, North Belgrade, Me. 384, 509
Keoka, Naples, Me. 549
Kewadin, Wolfeboro, N.H. 551
Khoo-Khoo-Khoos Kamp, East Alton, N.H. 420, 522
Kiamesha, Poultney, Vt. 550
Kiawa, Hillside, Me. 390, 509
Kill Kare, St. Albans Bay, Vt. 396, 513
Kinapik, Lake Kezar, Me. 384, 509
Kindergut, Peacham, Vt. 552
Kineo, Harrison, Me. 388, 509, 782
Kineowatha, Wilton, Me. 412, 520, 783
Kingswood, Bridgton, Me. 389, 510
Knollcroft, Winchester, N.H. 551
Kohut, Oxford, Me. 387, 510
Kokosing, Thetford Center, Vt. 398, 514
Ko Ko Sing, Waterford, Me. 551
Ko-Wa-Ho, Poultney, Vt. 552
Kuwiyan, East Alton, N.H. 419, 522
Kyle, Catskill, N.Y. 402, 515

Lake Geneva Summer School, Lake Geneva, Wis. 408, 518
Lake Placid Camp, Lake Placid, N.Y. 401, 515
Lake Ronkonkoma, Ronkonkoma, N.Y. 550
Lancewood, East Jewett, N.Y. 402, 515
Lanier Summer Camp, Eliot, Me. 390, 510
Larcom, Tamworth, N.H. 416, 522
Laurel Park, Hendersonville, N.C. 406, 517
Lenape, Tafton, Pa. 405, 517
Lingerlong, Clemens, N.Y. 400, 515
Lin-e-kin Bay Camp, Boothbay Harbor, Me. 414, 520
Little Bay Camp, Fairhaven, Mass. 424, 524
Little Wohelo, South Casco, Me. 415
Little Women, New Boston, N.H. 551
Lo-Na-Wo, Fourth Lake, N.Y. 426, 525
Long Lake Lodge, North Bridgton, Me. 388, 510, 785
Los Alamos Ranch, Los Alamos, N.M. 410, 519, 712
Lumina, Lake of Bays, Ont. 553
Luther Gulick, South Casco, Me. (See Sebago-Wohelo) 415, 520, 788
Lynnholm, Lake Winnepesaukee, N.H. 551

Makonikey, Vineyard Haven, Mass. 552
Maplewood Summer Outing, Concordville, Pa. 550
Maqua, Poland, Me. 412
Maranacook, Readfield, Me. 385, 510
Marienfeld, Chesham, N.H. 395, 512
Marion, Fountain, Mich. 553
Mars Hill, Union, Me. 412, 520
Mascoma Camp, Enfield, N.H. 391, 512
Massapeack, Gardner Lake, Conn. 397, 515
Massawepie, Gale, N.Y. 401, 515, 717
Massawippi Summer School, North Hatley, Quebec. 411, 519
Medomak, Washington, Me. 387, 510
Meenahga, Deer Is., Me. 551
Meenahga, Onchiota, N.Y. 401, 515, 709
Megunticook Camps, Camden, Me. 386, 510
Menuncatuk, Guilford, Conn. 425, 525, 796
Merriewold Park Camp, Merriewold Park, N.Y. 550
Merrymeeting, Bath, Me. 414, 520

PAGE
Merryweather, North Belgrade, Me. 384, 510
Mesacosa, Corinth, N.Y. 427, 525
Metomachek, Saugatuck, Mich. 526
Michigamme, Michigamme, Mich. 429, 526
Minnehaha, Bat Cave, N.C. 428, 526
Minnetonka, Fort Worth, Tex. 550
Minne-Wawa, Algonquin Park, Ont. 411, 519
Minne-Wawa, Tomahawk Lake, Wis. 430, 526
Minne Wonka, Three Lakes, Wis. 408, 518
Minocqua, Minocqua, Wis. 408, 518
Miramichi, Merrill, N.Y. 426, 525
Mishe-Mokwa, West Alton, N.H. 394, 512
Mitchell, Tyler Hill, Pa. 552
Mohican, Lake George, N.Y. 400, 515
Monadnock, Jaffrey, N.H. 395, 512
Mondawmin, Schroon Lake, N.Y. 401, 515
Moosehead, East Denmark, Me. 413, 520
Moosilauke, Pike, N.H. 391, 512
Mooswa, Lake Annis, N.S. 411, 519
Morrison, Sweetwater, Tenn. 550
Mt. Pleasant, Ossining-on-Hudson, N.Y. 550
Mt. Williams, Williamstown, Mass. 552
Mowana, Readfield, Me. 385, 510
Mowglis, Bridgewater, N.H. 393, 512
Moy-Mo-Da-Yo, North Limington, Me. 416, 520
Mussaeus', Mrs., Shelter Island Heights, L.I., N.Y. 552
Mystic, Mystic, Conn. 425, 525

Nakanawa, Maryland, Tenn. 428, 720
Namaschaug, Spofford, N.H. 395, 512
Navajo, Northport, Me. 386, 510
Neephawin, Canton, Pa. 553
Nehantic, Crescent Beach, Conn. 425, 525
Newfound, Harrison, Me. 415, 520
Niqueenum, Willsborough, N.Y. 426, 525
Nokomis, Harrison, Me. 387, 510, 784
Nonowantuc, Mt. Sinai Harbor, L.I., N.Y. 403, 516
Norman White's, Mrs., Orleans, Mass. 424, 524, 794
Norse Camp, Bournedale, Mass. 398, 514
Norway Pines, Sebasco, Me. 387, 510
Nycssa, Monroe, N.Y. 403, 516
Nystis Lodge, Fourth Lake, N.Y. 552

Oahe, Munsonville, N.H. 419, 522
Ohuivo, Oxford, Me. 414, 520
Old Point, Madison, Me. 549
Olympia, Appleton, Wis. 553
Oneka, Tafton, Pa. 428, 526
Onoway, Bridgewater, N.H. 551
Ossipee, West Ossipee, N.H. 392, 512
Otter, Dorset, Ont. 411, 519
Outdoor Players, The, Peterboro, N.H. 419
Overlook, Barre Plains, Mass. 552
Overlook, Gaylordsville, Conn. 552
Owaissa, Eagle Lake, N.Y. 552
Owaissa, Sebago Lake, Me. 521
Oxford, Oxford, Me. 387, 510

Palomar, Palacios-by-the-Sea, Tex. 409, 518
Panhellenic, Washington Is., Wis. 429

PAGE
Paradiso, Adirondack Mts., N.Y. 552
Paradox, Paradox Lake, N.Y. 401, 516
Pasquaney, Bridgewater, N.H. 392, 512
Passaconaway, Bear Island, N.H. 393, 512
Passumpsic, So. Fairlee, Vt. 397, 514
Path Finders' Lodge, The, Cooperstown, N.Y. 552
Pearly Lake Camp, West Rindge, N.H. 395, 512
Pemigewasset, Wentworth, N.H. 391, 512
Penacook, North Sutton, N.H. 394, 512
Penn, Valcour, N.Y. 400, 516
Pennesseewassee, Norway, Me. 549
Penobscot, Eagle Island, Me. 386, 510
Penobscot, Belfast, Me. 551
Peterboro School, Peterboro, N.H. 396, 512
Pine Bluff, Port Jefferson, L.I., N.Y. 403, 516
Pine Island, Belgrade, Me. 385, 510
Pine Knoll Camp, Conway, N.H. 416, 522
Pinecliffe, Harrison, Me. 413, 521
Pinelands, Center Harbor, N.H. 418, 522
Pine Meadows, Ashland, N.H. 416
Pineola, Lake Mousam, Me. 551
Pines, Lovell, Me. 384, 510
Pine Tree Camp, Estes Park, Col. 553
Pine Tree, Pocono Pines, Pa. 428, 526
Pine Tree, Schroon Lake, N.Y. 550
Pinewood, Brutus, Mich. 429, 526
Pinewood, Canton, Me. 551
Pinnacle, Lyme, N.H. 393, 512, 790
Pinnacle, Voorheesville, N.Y. 552
Piscataquis, Lobster Lake, Me. 383, 510
Pitts, Eldora, Col. 409, 519
Pleasant Lake, Oxford, Me. 549
Pokanoket, Lake Carey, Pa. 404, 517
Pokomoke, Richville, Me. 390, 510
Pok-o'-Moonshine, Willsborough, N.Y. 400, 516
Pole Bridge, Matamoras, Pa. 405, 517
Po-ne-mah, New Preston, Conn. 425, 525
Powhatan, Greenlee Station, Va. 406, 517
Pukwana, Lake Winnepesaukee, N.H. 551

Quanset, South Orleans, Mass. 424, 524
Quan-ta-ba-cook, Belfast, Me. 386, 510
Quinibeck, South Fairlee, Vt. 422, 523

Raleigh, Rumney, N.H. 392, 512
Raquette Lake Boys' Club, Raquette Lake, N.Y. 402, 516
Red Cedar Camp, Manasquan, N.J. 403, 516
Red Cloud, Silver Lake, Pa. 404, 517
Redcroft, Tolland, Conn. 425, 525
Rhododendron, Hendersonville, N.C. 553
Ricker, Surrey, Me. 550
Riverdale, Long Lake, N.Y. 401, 516, 683
Robinswood, White Mts., N.H. 551
Rockies for Boys, Creede, Col. 409, 519, 798
Rockledge, Gloucester, Mass. 423, 524
Rocky Mountain Dancing Camp, Steamboat Springs, Col. 430, 526
Romany Camp, Eastford, Conn. 425, 525, 794
Romany, Orr's Island, Me. 521
Ronah, Glen Eyrie, N.Y. 400
Roosevelt, Long Pond, N.Y. 402, 516

PAGE
Rosalind, Chesham, N.H. ... 420, 522
Runoia, Belgrade Lakes, Me. ... 412, 521

Sagamore, Hague, N.Y. ... 400, 516
Sagamore, Hebron, N.H. ... 550
Sargent Camps, Peterboro, N.H. ... 420, 522, 780
St. Anne's, Isle La Motte, Vt. ... 396, 514
Samoset, Lake Winnepesaukee, N.H. ... 394, 513
Sandstone, Green Lake, Wis. ... 429, 526
Sans Souci, Litchfield, Me. ... 551
Santa Anita, Sierra Madre, Cal. ... 410, 519
Sapphire, Brevard, N.C. ... 406, 517
Schroon Lake, Schroon Lake, N.Y. ... 401, 516
Sea Pines, Brewster, Mass. ... 424, 524
Sebago, West Gray, Me. ... 550
Sebago-Wohelo, South Casco, Me. ... 415, 520, 788
Sebowisha, Norwich, Conn. ... 425, 525
Senexit, South Woodstock, Conn. ... 399, 515
Serrana, Pike, N.H. ... 416, 522
Setucket, Brewster, Mass. ... 552
Sewanhaka, Mt. Sinai, L.I., N.Y. ... 427, 525
Shadowbrook, Cornwall Bridge, Conn. ... 552
Shampishu, East Haven, Conn. ... 552
Shattuck Summer School and Camp, Cedar Lake, Minn. ... 409, 518, 721
Shenango, East Orange, N.J. ... 550
Silver Lake, Hawkeye P.O., N.Y. ... 426, 525, 796
Sims, Bristol, R.I. ... 399, 514
Sokokis, Bridgton, Me. ... 389, 511
Songo, Naples, Me. ... 414, 521
Sosawagaming, Big Bay, Mich. ... 407, 518
South Pond Cabins, Fitzwilliam, N.H. ... 395, 513, 790
South Sea Camp, Babylon, N.Y. ... 550
Spring Hills, Michigamme, Mich. ... 429, 526
State Military, Peekskill, N.Y. ... 550
Storm King Camp, Cornwall Landing, N.Y. ... 403, 516
Sunny Crest, Leeds Center, Me. ... 413, 521
Susquehannock, Franklin Forks, Pa. ... 403, 517

Tahoma, Pike, N.H. ... 416, 522
Tall Pines, Bennington, N.H. ... 419, 522
Tappan's, Mrs., East Sebago, Me. ... 551
Teconnet, China, Me. ... 412, 521, 781
Tecumseh, Moultonboro, N.H. ... 393, 513
Teela-Wooket Camps, The, Roxbury, Vt. ... 421, 523, 795
Tegawitha, Mt. Ponono, Pa. ... 553
Tent Dwellers, Moosehead Lake, Me. ... 551
Terra Alta, Terra Alta, W.Va. ... 406, 517
Thorn Mountain, Jackson, N.H. ... 391, 513
Thorwald, Sewanee, Tenn. ... 429, 526
Timagami, Timagami, Ont. ... 411, 519
Timanous, Raymond, Me. ... 390, 511, 785
Timberley, South Bethlehem, N.Y. ... 552
Tonawanda, Wareham, Mass. ... 423, 524
Tonkawa, Angola, N.Y. ... 402
Tosebo, Manistee, Mich. ... 407, 518
Trail's End, Lexington, Ky. ... 428, 526
Tripp Lake, Poland, Me. ... 414, 521
Tunckanna, Pocono Pines, Pa. ... 553
Tunkhannock, Pocono, Pa. ... 405, 517
Twa-Ne-Ko-Tah, Angola, N.Y. ... 427, 525
Twin Oaks Ranch School, San Marcos, Cal. ... 410, 519

PAGE
Vega, Ont. 411, 519
Vermont, Grand Isle, Vt. 397, 514
Vigil, Colorado Springs, Col. 550
Vraimont, Tamworth, N.H. 391

Wachusett, Holderness, N.H. 391, 513
Waganaki, East Stoneham, Me. 386, 511
Wah-pe-ton, Ashtabula, O. 550
Wahtonah Wigwam, Brewster, Mass. 424, 524
Wahwoonet, Dennis, Mass. 552
Wake Robin, Woodland, N.Y. 402, 516
Wakondah, Center Harbor, N.H. 418, 522
Walden, Denmark, Me. 413, 521
Wallfield, East Andover, N.H. 551
Wallula, New London, N.H. 394, 513
Wampanoag, Buzzards Bay, Mass. 398, 514
Wanakena, Pilot Knob, N.Y. 426, 526
Wanda, Lovell, Me. 384, 511
Waramaug Wigwam, Salisbury, Vt. 397, 514
Watatic, Ashburnham, Mass. 423, 524
Waubano, Algonquin Pk., Ont. 551
Wawenock, Raymond Cape, Me. 390, 511, 786
Wawenock-Owaissa, South Casco, Me. 415, 786
Wawona, West Swanzey, N.H. 395, 513
Wayeh, Springdale, N.C. 553
Webb, Walling, Tenn. 405, 518
Weetamoo, New London, N.H. 419, 522
We-e-yah-yah, Grand View, N.Y. 402, 516
We-Ki-Wa-Che, South Clermont, Fla. 429
Wequaquet, Barnstable, Mass. 398, 514
Weskawenaak, Petite Riviere, N.S. 553
Westmore, Lake Willoughby, Vt. 422
Wetomachek, Saugatuck, Mich. 429, 526
White Mountain, South Casco, Me. 390, 511
White's Camp, Mrs. (See Norman White's, Mrs.) 424, 524, 794
Wiantinaug Wigwam, Salisbury, Vt. 397, 514
Wigwam, Harrison, Me. 389, 511
Wikiva, Hebron, N.H. 417, 523
Wild Acres, Pittsfield, Mass. 552
Wilderness Camp, Horsehoe, N.Y. 401, 516, 688
Wildmere, Harrison, Me. 388, 511, 787
Wildwood, Bridgton, Me. 413, 521
Wildwood, Kineo, Me. 383, 511
Willapa, Nahcotta, Wash. 430, 526
Winape, East Charleston, Vt. 396, 514
Windigo, Windigo, Ont. 551
Windsor Hill, Winchendon Springs, Mass. 550
Windsor Mountain, Hillsboro, N.H. 395, 513
Winnahkee, Malletts Bay, Vt. 421, 523, 792
Winnecook, Unity, Me. 383, 511
Winnemont, West Ossipee, N.H. 417, 523
Winnepesaukee, Alton, N.H. 394, 513
Winneshewauka, Lunenburg, Vt. 421, 524
Winnesquam, Milton, N.H. 420, 524
Winnetaska Canoeing Camps, Ashland, N.H. 417, 523, 789
Winona, Denmark, Me. 389, 511
Winona Fields, Ashland, N.H. 418, 523
Winthrop, Winthrop, Me. 414
Wisner Summer School, Asbury Park, N.J. 403, 516
Wolfeboro, Wolfeboro, N.H. 394, 513

PAGE
Wonposet, Bantam, Conn. ... 400, 515
Woodland, Phœnicia, N.Y. ... 402, 516
Wunnishaunta, Wolfeboro, N.H. ... 551
Wuttaunoh, Canaan, N.H. ... 416, 523
Wyalusing, Little Meadows, Pa. ... 428
Wyanoke, Winter Harbor, N.H. ... 393, 513
Wynona, Fairlee, Vt. ... 422, 524
Wyoda, Fairlee, Vt. ... 423, 524
Wyola, Locks Village, Mass. ... 550
Wyonee, Harrison, Me. ... 388, 511
Wyonegonic, Denmark, Me. ... 413, 521

Yagowanea, Avonia, Pa. ... 405, 517
Yellowstone, Fort Washakie, Wyo. ... 409, 518
Yokum, Becket, Mass. ... 423, 524
Yukon, Winthrop, Me. ... 386, 511

Any Camp omitted from this Index should send full information that it may be included in the next edition.

Write Mr. Sargent, 14 Beacon St., Boston.

L. E. Knott Apparatus Company

Manufacturers and Distributors of

Scientific Apparatus
and
Laboratory Material

Publishers of
Loose-Leaf Science Notebooks
For Physics, Chemistry, Biology

Suggestive Lists of Apparatus and Supplies and Information given upon request for equipments desired for the study of

Physics
Chemistry
Biology

Send for List of Publications Descriptive of Our Products

85 Amherst Street

CAMBRIDGE - - MASS.

What THE OPEN ROAD *is doing:*

The Magazine for Young Men

To help check that "drifting" tendency of the young man starting out in business, and to combat the corresponding drop in production, we began early in 1920—to print—

The "Opportunity" series—consisting of articles by men of established reputation covering, in a detailed and practical way, the opportunities existing in the recognized businesses and professions for the young man today.

Following these articles we received so many requests for additional information that the establishment of a

Department for Vocational Guidance

was made imperative. The problem of each applicant is considered individually, and practical advice is given by men of long experience in various industries and professions. Whenever possible, the applicant is put in touch with influential men in the occupation for which he is best qualified.

In the magazine itself, besides a quantity of stirring fiction each month, appear the following Departments: THINGS TO THINK ABOUT, LOOKING OVER THE NEW BOOKS, and KEEPING FIT.

Single Copy, 25c **$3.00 Yearly**

The Open Road, 248 Boylston St., Boston 17, Mass.

YOUR MAGAZINE SUBSCRIPTIONS

For the Lowest Club Prices with the best service.
Send your subscriptions to me.

For Groups or Combinations of Magazines
You will get the Best Club Rates.

If you subscribe for **one at a time** you will get rebates on subsequent subscriptions giving you the equivalent of the lowest club rates.

In many cases you will get better than the best club rates, where I have made especially favorable arrangements.

Magazines subscribed for under these conditions may go **to any number of addresses.** You will get the rebate or discount in any case.

Make up clubs among your friends and colleagues
And let me estimate on the cost to you.

You will save from 10 to 30 per cent dependent on the size of the order.

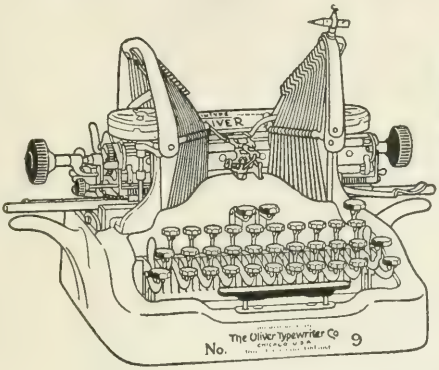
Cash should accompany all subscriptions.

Orders will be cared for in a businesslike way.

ALEXANDER S. HEATH

Room 615 **14 Beacon Street, Boston**

The Famous Oliver No. 9



Was $100 Before the War Now $64

Teach Typing with Success

EVERY school in this day should teach typing. And every school can make a success of these classes if the Oliver Typewriter is used. The Oliver is the typewriter that appeals to the pupils. It is so simple in construction and so easy to operate. They take more interest in learning because they learn faster on the Oliver. So much in demand is the Oliver for school instruction that we have decided to offer special co-operation to schools adopting this typewriter. We furnish large wall instruction charts for class work, also individual instruction books on the famous Van Sant System of Touch Typewriting.

Save $36 on Each Machine

You can now equip your school with New Oliver No. 9 typewriters at about half the former price. Revised, economical selling methods make this saving for you. In this machine you get our latest and best model, with all the up-to-date improvements such as back-spacer, two-color ribbon shift, tabulator, etc. We guarantee this Oliver to be identically the same as the Oliver 9 formerly $100 in price.

Five Days Free Trial

For examination and trial we will gladly send an Oliver to the proper officer of any school so that you may prove its merit and judge before you buy. Write today for an Oliver or for further information.

Over 800,000 Sold

The **OLIVER** Typewriter Company

Oliver Typewriter Building **CHICAGO, ILL.**

LINCOLN & SMITH PRESS

Makers of Good Impressions

530 ATLANTIC AVENUE, BOSTON, MASS.

YOUR Catalog, Your Printed Matter, is Your Introduction to most of your prospective patrons who know little else of you.

It is the foot you put forward. Is it your best foot?

We are expert Craftsmen in the preparing of copy, planning, devising, constructing and printing catalogs, booklets.

Let us help you with your problem. We can save you time and worry and improve upon your present print.

Send us copies of your current publications with your suggestions, and we will gladly submit further plans and estimates.

IF YOU USE PAPER

WE CAN SAVE YOU MONEY

We do a Mail Order Business exclusively and have practically no selling expense, which means a saving to you of at least 15%.

SCRATCH PADS—RULED AND PLAIN
TYPEWRITING PAPERS
PRACTICE PAPERS
BOND PAPERS
YELLOW MANILA SECOND SHEETS
RULED COMPOSITION OR THEME PAPER
TYPEWRITER CARBON PAPER
NONANTUM ONIONSKIN SECOND SHEETS
IN WHITE AND 5 COLORS

Write for Price Lists and Samples

NONANTUM PAD & PAPER CO.
Newtonville, Mass.

Edelweiss Food Products

THE ACCEPTED INSTITUTIONAL STANDARD

Organized with the specific purpose of catering to the particular requirements of Hotels, Restaurants, Clubs, Railroad Dining Systems, Steamship Lines and

Educational Institutions

John Sexton & Co.

IMPORTERS-**Wholesale Grocers**-MANUFACTURERS

CHICAGO

SCHOOL SUPPLIES

Paper and Printing.
Text Books and Reference Books.
Maps, Globes, Charts.
Laboratory and Scientific Apparatus.
School and Laboratory Furniture.
Dormitory, Kitchen, Dining Room and Janitors' Supplies.

A complete file of Catalogs, Price Lists, etc., of Manufacturers and Dealers specializing in School Trade, is kept on hand for the convenience of school executives.

Information as to where to buy.

Estimates on your list of requirements will be gladly supplied without charge.

Write Mr. Sargent, 14 Beacon St., Boston

"Every man that advertises his own excellence should write with some consciousness of a character which dares to call the attention of the public to himself"—Johnson's "Idler."

1000 LECTURES

IN ONE CITY IN THE PAST EIGHT YEARS

J. G. Carter Troop, M.A.

Lecturer for the Institute of Arts and Sciences, Columbia University, and for the New York City Board of Education Public Lecture System. Sometime Professor of English, University of Chicago.

LECTURES FOR SCHOOLS

A Repertoire of over 200 Lectures on Literary and Related Topics: Fiction, Poetry, Drama, Humor.

The World's Masterpieces from Don Quixote to Kipling's "Kim."

Illustrated Circulars and Lists of Lecturers gladly sent on request. Address:

241 West 74th St., New York City

A Headmaster writes: *"To me the name of Professor Troop is indissolubly associated with the general idea of lectures for Schools. His enthusiasm is irresistible."*

A Lady Principal writes: *"The Lectures on Dickens, Stevenson and Kipling, given by Professor Troop during March, 1920, were the most delightful Lectures on a literary subject ever given at my school."*

SCHOOL LECTURERS

A COMPLETE FILE OF

Circulars, Photographs, Lists of Lecture Subjects

Of those Lecturers who specialize in School and College work, or whose lectures are especially adapted to schools, is kept in this office for the use of School Executives.

Most of the School Lecturers are personally known to Mr. Sargent—most of them call at this office yearly.

Mr. Sargent will gladly assist Schools in making up Lecture Programs and advise them, so far as he is able, as to the suitability of any lecturer for their school.

There is no charge for this service.

Write Mr. Sargent, 14 Beacon St., Boston

MR. ELLSWORTH'S LECTURES

Dr. H. G. Buehler,

Head Master of Hotchkiss, says of them:

"Mr. W. W. Ellsworth's lectures are the best I have ever heard. He is on the permanent list of the Hotchkiss School, and the boys would not be willing to have him miss a single year. We have all his lectures in rotation, and are glad when the time for each comes round."

The Roosevelt Lecture was given in 1919-20 in these boys' schools:

Army and Navy
Berkshire
Bethlehem
Blair Academy
Blake
Bordentown
Choate
Fay
Fessenden
Franklin and Marshall
Gilbert
Gilman Country
Groton
Hackley
Horace Mann
Hotchkiss
Irving
Lawrenceville
Loomis
Milton
Montclair
Mt. Tamalpais
Newman
New York Military
Nichols
Norwich Academy
Oakland Tech. High
Pawling
Peddie
Phillips Andover
Phillips Exeter
Potter
Ridgefield
Rumsey Hall
Rutgers
Salisbury
St. George's
St. Mark's
St. Paul Academy
Shattuck
Stone
Stuyvesant
Tabor Academy
Thacher
Wilbraham
Williston
Worcester

THE PILGRIM FATHERS

Superbly illustrated, the text telling the story of the Pilgrims from the very beginning of the movement (in Henry VIII's reign) which led to Puritanism, Separatism and the Pilgrims—life in England, Leyden, the voyage, Plymouth, etc. (a special version for schools). 120 pictures, exquisitely colored. For the Tercentenary.

ROOSEVELT, AMERICAN

Given during 1919–20 in the boys' schools shown in accompanying list and in many girls' schools. Prof. Abbott of Lawrenceville says: "I doubt if the effect you produced here will be equaled in a long time." Mr. Quaile of Salisbury calls it the best lecture for boys he ever heard. 120 pictures in color, covering every phase of Roosevelt's career.

PUBLISHING BOOKS

An unillustrated literary lecture. "One of our most critical masters calls it the best lecture he ever heard." Miss Ely says:

"Everyone was delighted. It was not over the head of the immature school girl, it whetted the appetite of the 'know-it-all' senior and it stimulated the girl who is just beginning serious reading."

Mr. Ellsworth has lectured in 130 American schools. For terms and dates he may be addressed direct, care Century Club, 7 West 43d street, New York City.

The Modern Way To Secure Teachers

Make a Professional Organization Your Employment Manager, Both for Efficiency and for Economy of Time.

Through our various connections we cover the entire country. School Officials are thus enabled to choose from a much larger number of teachers and from any particular section of the country.

While we feel that already we have unusual facilities for Service to Private Schools, we are organizing a distinct Private School Department, which is to begin operations in January, 1921.

We are in this personnel work professionally, and we invite you to come to us with your faculty problems.

We prevent the annoyance of a deluge of written or personal applications.

Through our affiliated Service Bureau we are prepared to assist Private School executives in many ways. This service includes the securing of information in regard to prospective students, handling advertising and general publicity, representing the schools to parents, and negotiating the sale of schools and summer camps.

NATIONAL TEACHERS AGENCY

Ernest E. Olp, President and General Manager

General Offices, Evanston, Illinois
Affiliated Offices and Representatives in Principal Cities

Southern Building, Washington
101 West 41st St., New York
14 Beacon St., Boston
Steger Building, Chicago

The Copley Prints

Fine Art Reproductions of Distinguished Works of American Art.
For 25 years a hall-mark of good taste in pictures.

For School Room Decoration
For Gifts and Your Home

One can live without art—but not so well

ABBEYS HOLY GRAIL



PILGRIM SUBJECTS

IN GOD WE TRUST—*From Weir's Embarkation of the Pilgrims*

Great range of subjects to choose from—beautiful and INTERESTING.

ABBEY'S HOLY GRAIL

depicting stirring scenes of the old Crusade, symbolizes the Crusade of the Great War. Representing the *triumph of right over evil*, these superb Grail pictures make singularly fitting as well as artistic

SOLDIER MEMORIALS.

Aside from its use as a special memorial, the Holy Grail speaks

A Great Lesson to the Youth of Our Country.

For the stimulus of its appeal, as well as for its decorative charm, it positively belongs in every School, Library, Club, Public Building.

We send on approval, with no obligation of purchase: $2.00 to $100.00.

EXHIBITIONS Arranged for Schools.

Your Old Family Portraits reproduced privately in the Copley Prints from old daguerreotypes, faded photographs, tintypes, kodaks, etc. Make unique gifts to your relatives. Particulars in Catalogue; see below.

Illustrated Catalogue, 25 cents, will be **sent free** to Schools or Teachers on request. It is practically a handbook of American Art.

Above picture 7x9, $2.00; 9x12, $4.00; 15x20, $7.50; 24x34, $13.50.
Copley Print copyright by

CURTIS & CAMERON, 69 Harcourt Street, BOSTON

SCHOOL PUBLICITY

Mr. Sargent has for many years been called upon to advise Schools in regard to their Publicity Campaigns and Publicity Literature. This service he has gladly rendered without compensation. But the demands of this kind have so grown upon him that it has become necessary to employ additional assistance and put this department on an organized basis.

MAGAZINE AND NEWSPAPER ADVERTISING

Schools of the better sort are invited to place their Advertising Accounts with Mr. Sargent. He will advise as to Methods, designate the Best Mediums, prepare Better Copy, place and check the advertising **at no expense to the School.**

MAKING SCHOOL CATALOGS

A competent Publicity Man has been engaged and arrangements made with Printing and Engraving Plants for the production of School Catalogs.

Perhaps nowhere else is so careful a study made of School Catalogs and School Publicity Literature as in this office. Nowhere else is the individuality and the need of the different schools so well understood.

We are therefore in a position, we believe, to advise you as to how your printed matter may be *improved and made more effective.*

Your Catalog is the means by which you present yourself to the many who cannot personally know your advantages. Is it adequately presenting what you have to offer? Does it reflect the Atmosphere and Tone of your school?

Few school men or women can write their own literature. They are so close to the job they fail to get perspective. But if it is written by commercial advertising men it inevitably reveals its origin.

Send samples of your printed matter. State clearly what you want, and what you don't want. Give the size of the edition and limit of expense. We will make suggestions and submit estimates.

Write Mr. Sargent, 14 Beacon St., Boston

SCHOOL POSITIONS

Head Masters	**Teachers**
Head Mistresses	**Physical Directors**
Principals	**Camp Directors**
School Executives	**Camp Councilors**

Who seek larger opportunities in Private Schools or Summer Camps are invited to register with Mr. Sargent.

All communications are kept confidential.
Blank forms will be sent on application.
There is no registration fee.

School Trustees and Executives

Who are in need of additions to their staff are invited to advise Mr. Sargent, who will send them anonymous descriptions of suitable candidates, revealing the identity only when the applicant seems to fit and the interest is sufficiently great to justify it.

All such business is conducted on a confidential basis, with a minimum of annoyance to both parties.

Only where a candidate is personally known to him will Mr. Sargent make positive recommendations.

In order to economize time and avoid expense it is requested that all first communications in regard to such matters be by mail.

Consultations should be arranged by appointment.

Write Mr. Sargent, 14 Beacon St., Boston

For Sale

PRIVATE HIGH SCHOOL FOR GIRLS

Boarding and Day School

Established more than a score of years, well and favorably known throughout the United States, and fully accredited at all Colleges.

Beautiful, new Buildings fully equipped. Climate and Location are important assets. A prosperous, growing School.

Principal and Owner who has built the School wishes to retire. The Price asked is less than one half the annual income.

A splendid opportunity for several teachers of various subjects to form a Stock Company.

Mr. Sargent will confidentially supply particulars only to those who give evidence of serious interest and intent.

SCHOOL and CAMP PROPERTIES

For Sale or To Lease

Established Private Schools of all Classes.
Properties Suitable for Private Schools.
Summer Camps and Camp Sites.

Prospective Purchasers or Lessees should state with full specifications exactly what they wish.

Owners having Schools, Camps, or Properties For Sale or To Lease should send full descriptions, inventories, and valuations.

All relations and communications are confidential. No lists are supplied.

Write Mr. Sargent, 14 Beacon St., Boston

SCHOOL INFORMATION

Educational Counsel and Advice

Choosing a School for your Son or Daughter is one of the most serious and responsible functions a Parent or Guardian is called upon to perform.

It is as deserving of Expert Advice and Counsel as the making of a Will or the Planning of a House.

Mr. Sargent is annually helping Hundreds of Parents to solve their Educational Problems, to select **just the right school** environment for their sons or daughters.

The Schools and the School People are intimately known to him. He has always been a teacher and knows Boys and Girls. He keeps abreast of the developments in adolescent psychology.

In difficult and exacting cases a Personal Interview, not only with the parents, but with the Boy or Girl is necessary and not infrequently further examination by specialists in psychology or psychoanalysis in conjunction with whom Mr. Sargent works.

SUMMER CAMPS for Boys and Girls.—Those who run them and the ideals which actuate them are equally well known to Mr. Sargent. Let him know specifically what you want and he will write you where to find it if it exists.

Mail inquiries clearly stated will be gladly answered and advice given without charge. For extended correspondence or investigation and for personal consultation a fee is charged to *those who are able to pay.*

A Blank Form to be filled out will be sent on application which will facilitate complete understanding of the case, diagnosis and advice.

Write Mr. Sargent, 14 Beacon St., Boston

HANDBOOK OF AMERICAN
COLLEGES AND UNIVERSITIES

(*In preparation*)

A Critical Study and Appraisal of the Colleges and Universities of the United States, their History, Traditions, Personnel, and the particular Service each has performed for its community or for the nation.

A Directory and a Year Book, giving in one volume condensed and up-to-date information of institutions for higher education. As such it will be of value to Educators. It will also be a Guide Book of assistance to Schools and all planning for a College Course.

Introductory Chapters deal with the Historical Development of the College in America, the Function of the University, the Choice of a College, the Development of the Summer School, etc.

The Comparative Tables bring together the more important statistics, and characteristics which are of most significance, such as Date of Establishment, Income, Endowment, Attendance, Alumni, Tuition, Entrance Requirements, etc.

Appendices include a Bibliography, a List of Academic and Scientific Associations, a List of College Publications, and Directories of value to College Authorities.

HANDBOOK OF
PUBLIC SCHOOL SYSTEMS
OF THE UNITED STATES

(*In preparation*)

An Annual Directory and Critical Survey, hitting the high spots and proportioning the space given different School Systems to the significance of what they are doing rather than to the number of pupils they enroll.

Introductory Chapters will deal with the development of Public Education in the United States, the relative ratings of the State and City Systems, the latest Legislative Enactments, recent Educational Literature, etc.

Comparative Tables, Directories and Appendices will make the book invaluable to every Public School official.

Write Mr. Sargent for Particulars

HANDBOOK OF

NEW ENGLAND

(*Third edition in preparation*)

An Annual Survey of New England,—Industrial, Economic, Geographical and Historical,—Descriptive of Town and Country along the chief Routes of Automobile Travel.

"A New England publication that appears happily devised to combine the efficiency of the personal conductor with the charm of the accomplished story-teller and humorous commentator," writes Henry A. Barker of the Providence Chamber of Commerce in the *Providence Magazine*.

"It is evident that a highly original note has been struck in guide-book construction, or compilation, or whatever one chooses to call the art that made Mr. Baedeker famous, for here, arranged along very definite and symmetrically devised travel routes that any automobilist delights to follow and to learn about, are strung the facts and histories and traditions of the neighborhoods through which he travels, all told in engaging and chatty style that fills the fleeting landscape with delight.

"But the quality of the book that appears most unusual is found in the frankness and personality that run through the descriptions of places and the comments that give atmosphere and color to the scene. It therefore presents a vivid series of little essays by an unusually observant and unsubsidized critic who evidently doesn't care a rap what the natives of the various towns have to say about his book or whether they allow it on the local library shelves or not."

HANDBOOK OF BOSTON

A Citizen's Handbook—Historical, Industrial, Social, Governmental, Educational.

A Critical Annual Survey and Directory of all activities of the community.

A Guide Book for Bostonians to their own City and the Motor Tours round about.

Write Mr. Sargent for Particulars

American Private Schools

FEATURES IN PREVIOUS EDITIONS

First Edition, 1915, 516 pp., $3.00.

How This Book Was Written. 4 pp.
The Mission of the Private School. 3 pp.
The Choice of a School. 3 pp.
Historic Boys' Schools. 18 pp.
Historical Sketch of the Private School for Girls. 4 pp.

Second Edition, 1916, 607 pp., $3.00.

Education in America. 1 p.
Why Is the Private School? 3 pp.
Selecting the School, the Why of This Book. 4 pp.
History of the Private School. 9 pp.
Chronological List of Historic Schools Still Existent. 3 pp.
Development of the Summer Camp. 6 pp.
The New School Movement. 2 pp.
Advance in Education, 1915–1916. 9 pp.
College Entrance Requirements. 3 pp.
Measuring Educational Results, by Arthur O. Norton. 6 pp.
Educational Literature, 1915–1916. 7 pp.
A Select Classified Reading List, by Clayton C. Kohl. 12 pp.

Third Edition, 1917, 669 pp., $3.00.

Choosing a Camp, by Morton Snyder. 5 pp.
Advance in Education, 1916–1917. 5 pp.
Vocational Guidance and the Preparatory School, by Francis Call Woodman. 3 pp.
Measuring Intelligence, by Robert M. Yerkes. 7 pp.
Educational Literature, 1916–1917. 7 pp.

Fourth Edition, 1918, 717 pp., $3.00.

Military Education. 2 pp.
Modern and Experimental Schools. 8 pp.
Recent Development of the Country Day School. 6 pp.
Review of the Year 1917–1918 in Education. 18 pp.
Vocational Education. 5 pp.
Wartime Activities of the Private Schools. 8 pp.
Educational Reconstruction in England. 12 pp.
Educational Literature, 1917–1918. 18 pp.

Fifth Edition, 1919–20, 768 pp., $3.00.

Development of the Private School. 13 pp.
School Lectures. 2 pp.
Progress in the Private Schools. 4 pp.
Educational Reconstruction in America. 29 pp.
Educational Literature of the Academic Year 1918–1919. 37 pp
Select Bibliography of the Academic Year 1918–1919. 20 pp.
Private Schools of Canada. 17 pp.
Student Periodicals. 10 pp.
Who's Who in the Private Schools. 25 pp.

Libraries and Schools should maintain a complete file.

Any of the above editions can be supplied for a time.

University of Toronto
Library

DO NOT
REMOVE
THE
CARD
FROM
THIS
POCKET

Acme Library Card Pocket
Under Pat. "Ref. Index File"
Made by LIBRARY BUREAU